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ABSTRACT

This packet of materials was developed for workshops provided to teams of school counselors and administrators for the purpose of developing knowledge and competencies in the delivery of a comprehensive, sequential, developmental guidance program. Section I contains a rationale, definition, and description of program components. In section II developmental student competencies are discussed. Included in this section is information about personal and social development, career and vocational development, and educational development. Section III provides sample role descriptions for the elementary, middle school, and high school counselor, and school administrator. In section IV resource organization and management are discussed. Consideration is given to the involvement of others and local district process. Section V includes information about program evaluation. A self study form and counselor evaluation form are included. Section VI examines the assessment of student needs. Specific concerns, categories of needs, and senior high needs assessment are discussed. A student concerns questionnaire and a teacher-administrator-counselor survey are also provided. Section VII provides sample forms for small group evaluation, an informational letter about groups, a small group sign-up sheet, a lesson plan design, and public relations material. (LLL)

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DEVELOPMENTAL GUIDANCE PROGRAM IMPLEMENTATION

A COUNSELING & HUMAN DEVELOPMENT FOUNDATION GRANT PROJECT

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ACKNOWLEDGEMENTS

The state of Iowa has recently established a new set of standards mandating counseling services for all students. These standards also emphasize the importance of a comprehensive, sequential developmental guidance program to be offered to these students.

In order to successfully implement and maintain such a program, it is imperative that school administrators understand the implications of the mandate and how these new standards impact the guidance program, as well as how the role of the counselor is affected at all grade levels.

Counselors must also be clear about the new concepts involved in a comprehensive developmental approach. Because program delivery is dependent on administrative support, the counselor/administrator team concept is an essential component of a quality guidance program.

In conjunction with the American Association for Counseling and Development Foundation, the University of Northern Iowa Department of Educational Administration and Counseling is delivering a workshop in three different locations to teams of counselors and administrators for the purpose of developing knowledge and competencies in the delivery of a comprehensive, sequential, developmental guidance program.

The project directors, Ann Vernon and Dick Strub, would like to acknowledge the Iowa Association for counseling and Development and the School Administrators of Iowa for their support for this project. Materials included in this informational packet were adapted from the work of Dr. Norman Gysbers at the University of Missouri; the Indiana State Plan for Developmental School Counseling Program; the Iowa K-12 Career Guidance Curriculum Guide for Student Development; Dr. Ann Vernon's contributions through the AEA 6 and 7 Developmental Guidance Curriculum Writing Project; and numerous practicing counselors throughout Iowa who have contributed their ideas.

RATIONALE

Children are growing up in an increasingly complex society, characterized by new demands and pressures and necessitating new understandings and competencies in order to adjust. Because many of the major events which affect children's lives are out of their control, they often feel powerless and insecure. The increase in childhood stress, depression and suicide is indicative of the difficulty many young people experience in trying to cope with contemporary issues and problems.

In the past, all children have at some time in their development wrestled with self-knowledge and decision-making skills, interpersonal relationship issues and questions related to one's future. Today these developmental aspects are more difficult, due in part to a changing society: (a) Children today are living in a less stable society in which roles and relationships are not as clearly defined as they once were. "Who am I?" becomes a highly relevant question for young people as they search to become more aware of their personal characteristics, values and behaviors. (b) Decision making is more complex given that there are more options. Advancements in science, medicine and technology have resulted in more choices, products and ideas which are often times confusing and present challenges which necessitate additional guidance. (c) Interpersonal relationships issues are different today and require a new set of understandings and skills. We are now a highly mobile society, which brings with it a certain amount of depersonalization and isolationism. Family structures have changed dramatically in the past two decades, and more and more children are experiencing traumatic and unstable interpersonal relationships due to family stress, violence, or alcoholism. (d) Thanks to technology, a multitude of new jobs have been created and other jobs have become obsolete in a matter of a few years. There are many more choices open to young people, and it is highly likely that they will be assuming a number of roles in their lifetime. Skills to make these transitions are necessary. Understanding the work-leisure connection and role as worker, parent, partner is critical and more complex than in previous generations.

Given these conditions, it is critical that we provide children with opportunities to "master" these tasks as they progress through life. A comprehensive guidance program is recommended as a systematic approach to equip students to master these stages of development in the personal-social, life planning and educational areas.

A comprehensive guidance program is based on the notion that all students need assistance in completing the developmental tasks necessary to achieve a sense of personal fulfillment and lead a satisfying life in a contemporary society. Furthermore, if all students are exposed throughout school to experiences designed to enhance their development, many of the developmental or situational crises can be prevented or minimized because students will have better understandings and skills with which to confront difficulties they may experience.

Comprehensive developmental guidance programs are goal oriented, accountable and pro-active. They include planned activities with primary emphasis on prevention. Developmental stages are systematically addressed, and the program structure anticipates personal, social, career and educational needs at various levels of development. Traditional programs, in contrast, are unplanned, unstructured, focus on crisis rather than prevention, are more reactive, and consist of isolated, ancillary functions.

ASSUMPTIONS

A K-12 comprehensive guidance program is based on the following assumptions:

... is for all students.
... is an integral part of the total educational process; supports goals of the total educational program.
... is not a fragmented, isolated function.
... is a team approach: the counselor is not the counseling program.
... is primarily developmental and preventative in nature but contains a remedial emphasis as well.
... is a planned, sequential program to assist students in healthy development.
... includes a comprehensive set of student goals and competencies independent of the total educational program.
... contains specified program components and specific activities designed to achieve competencies at each grade level.
... provides for accountability and is evaluated.
... provides consultation and coordination to staff, parents and community to assist in implementation of competencies.

BENEFITS

For Students:

1. Promotes knowledge and assistance in career exploration and development.
2. Develops decision-making skills.
3. Increases knowledge of self and how to relate effectively to others.
4. Broadens knowledge of our changing world.
5. Increases opportunities for counselor-student interaction.

For Parents:

1. Provides support for parents regarding their child's educational development.

2. Develops a system for a child's long-range planning.
3. Increases opportunities for parent/counselor interaction.
4. Enables parents to obtain resources when needed.

For Teachers:

1. Encourages positive, supportive working relationships.
2. Entails a team effort to address competencies.
3. Enhances the role of the counselor as a resource person.

For Administrators:

1. Provides a program structure with specific content.
2. Provides a means of evaluating school counseling program efforts (accountability).
3. Enhances the image of the school counseling program in the community.

For Boards of Education:

1. Provides rationale for implementing a comprehensive counseling program in the school system.
2. Provides program information to district patrons.
3. Provides ongoing information about student competencies attained through school counseling program efforts.
4. Provides a basis for allocating funds for school counseling programs.

For School Counselors:

1. Provides a clearly defined role and function.
2. Eliminates noncounseling functions.
3. Offers the opportunity to reach all students.
4. Provides a tool for program management.
5. Outlines clearly defined responsibilities for specific student competencies.

For Student Services Staff:

1. Provides school psychologists, social workers, and other student services staff with a clearly defined role and function of the counselor.
2. Clarifies areas of overlapping responsibilities.
3. Encourages a positive team approach which enhances cooperative working relationships.

For Business, Industry, and Labor:

1. Provides increased opportunity for collaboration among counselors and business, industry, and labor communities.

2. Enhances the role of the counselor as a resource person.
3. Increases opportunities for business, industry, and labor to participate actively in the total school program.
4. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.

DEFINITION

The Developmental Approach

Comprehensive school counseling forms a partnership with the instructional program. Developmental by design, it includes sequentially presented activities and responsive services which address student growth and development as priority goals. Collaborative in practice, the developmental approach to school counseling focuses on the attainment of student competencies which accommodate the personal-social, educational, and career development needs of all students at each grade level.

The Personal-Social Domain

This dimension consists of the competencies which concentrate on successfully relating to others as individuals and in groups. The focus of intervention in this area has to do with developing personal-social skills which ensure healthy development.

The Career Development Domain

This category includes the competencies which target a positive attitude toward work and the development of skills which will enable students to make a successful transition from school to the world of work and from job to job across the life-career span.

The Educational Domain

Activities clustered in the area are designed to help students achieve educational success in each learning situation. Competencies include the "new basics" necessary for survival in this age of information and high technology: decision-making, initial thinking, information and one's time.

TRADITIONAL VS. DEVELOPMENTAL

The new emphasis in guidance programming is developmental vs. traditional. The following chart illustrates the comparison:

Traditional	**Developmental**
Crisis Counseling	Preventative Plus Crisis Counseling
Information Service	Guidance Curriculum
Career Information Service	Career Planning and Development
Scheduling/Programming	Program Management
Reactive	Proactive
Clerical/Task-Oriented	Goal-Oriented
Unplanned	Planned Daily Activities
Unstructured	Accountable
Maintains Status Quo	Evaluates and Changes
Conducts non-counseling functions such as figuring grade point averages, scheduling & monitoring make up tests, individual tests & other clerical functions.	

STRUCTURAL COMPONENTS

Program Definition and Philosophy

Local school districts are encouraged to develop their own definition of a comprehensive counseling program.

Advisory Council

An advisory council provides support, offers advice, reviews present activities, and encourages new activities to meet the goals of the comprehensive counseling program. Advisory councils may include school staff, parents, school board, human services agency personnel, students, and business and community leaders representing Pre-kindergarten through Grade 12. It may be organized at the district or individual building level. Responsibilities of an advisory council may be assumed by or organized within an existing group such as:

1. School or district-wide advisory council.
2. School or district-wide vocational advisory council.
3. Counseling program advisory council.
4. Combination of the above.

Budget

An adequate counseling budget shall be established to reflect program needs. The counseling staff shall be included in budget planning. Counselors should provide information regarding funds needed for:

Supplies, materials
Equipment, i.e., computer
Media, i.e., films, videos

A counselor's professional commitment includes maintaining current knowledge of funding sources, i.e., local, state, and federal. Some sources for funding include: Chapter I and Chapter II Grants, Carl Perkins Vocational Educational Grants, Job Training Partnership Act (JTPA), At-Risk Student Program Grants, and business and industry funding.

Counseling Program Facilities

A counseling center should be established in each school to implement a comprehensive counseling program. The counseling center needs to be large enough to adequately house personnel, resources, and equipment. The center should also be accessible to all students including those with handicaps. The minimum requirements for a counseling center are:

1. A well organized and displayed collection of counseling resources, materials, and equipment.
2. Private workspace, properly equipped, soundproofed, and appropriately located.
3. Adequate space for individual, small, and large group use.
4. Adequate and secure storage space.

Counseling Resources

Counseling program resources should be available for each of the four program components: counseling curriculum, individual planning, responsive services, and system support. Assessing resources requires a systematic and thorough review of the current counseling program. The following resources are essential to the implementation of a counseling program.

> Equipment/Materials - Inventory school equipment and materials that may be used in the counseling program. Staff members should indicate any new equipment and materials that may be needed to add to the school district's new annual budget.
>
> Library/Media Resources - Work with librarians to establish career, vocational, and guidance centers within the state and local libraries.
>
> Staff Expertise - Identify the special skills of staff members that may be helpful in carrying out counseling program activities.
>
> Counseling Resources - Identify state and local resources that can be used in carrying out the counseling program, such as mental health agencies, community service clubs, ethnic societies, local businesses, job services, chambers of commerce, labor unions, and others.

Staffing Patterns

An organizational chart of district counseling personnel identifies and shows the relationships among:

1. School counselors (full-time and part-time).
2. Clerical staff.
3. Administrative personnel.
4. Paraprofessional aids supervised by certified counselors.
5. Other support personnel.

School counselors shall have State Licensure.

Employ school counselors at both elementary and secondary schools at appropriate student-counselor ratios.

It is the position of the American School Counselors Association (ASCA) that the counselor/student ratio be determined by considering the major factor of student growth and development. It is recommended that school districts implement the goals and objectives of a comprehensive and developmental guidance program for students of all levels - kindergarten through twelfth grade. While published reports, such as High School by Ernest Boyer, recommend an ideal counselor/student ratio of 1 to 100, ASCA is aware that each school district is unique; what may be an ideal caseload in one school district may be untenable in others. ASCA maintains that implementation of a comprehensive guidance and counseling program meeting the developmental needs of students may be the primary determinant with the ratio being 1 to 300 or less.

COMPREHENSIVE K-12 GUIDANCE PROGRAM OVERVIEW

STUDENT GOALS
Basis of the Program

Personal/Social Development
- Self Acceptance
- Emotional Maturity
- Interpersonal Relationships
- Decison-making Skills
- Awareness of Behavior/Management
- Personal Safety

Career/Vocational Development
- Attitudes/Work-Leisure
- Employment Seeking Skills/ Occupational Trends
- Life Goals/Life Assessment
- Knowledge of World of Work

Educational Development
- Attitude/Learning
- Skills/Facilitate Learning
- Life-Long Learning

PROGRAM COMPONENTS
Structure to Achieve Goals

Psychological Education
- Classroom Guidance
- Small Developmental Groups
- Career Guidance
- Parent Education Programs
- Inservice (staff)

Responsive Services
- Crisis Counseling
- Problem Centered
- Individual and Small Group Counseling
- Referral
- Staff/Parent Consultation

Educational Planning/Assessment
- Scheduling-Course Planning
- Testing–Assessment/Interpretation
- Academic Advising
- Post-Secondary Plans–Placement
- Orienation
- Financial Aid

Program Management
- Public Relations
- Advisory Committee
- Program Articulation-Management
- Time Management
- Staff Development

COUNSELOR ROLE
Functions Assumed in Achieving Goals, Implementing Program Components

Focus
- Primary (Preventative)
- Secondary (Early Intervention)
- Tertiary (Remedial)

Counseling
Individual–Small Group–Clasroom Guidance

Consulting
Staff–Administration–Prents–Agencies

Coordinating
Agencies–Staff–Parents–Program–Community

COMPREHENSIVE GUIDANCE PROGRAM COMPONENTS--OVERVIEW

Four program components exist in relation to three broad categories of student goals upon which the program is based:

I. Personal/Social Development
- Self Acceptance
- Emotional Maturity
- Interpersonal Relationship Skills
- Problem Solving/Decision Making Skills
- Behavior Management
- Personal Safety

II. Career/Vocational Development
- Attitudes/Work-Leisure
- Employment Seeking Skills/ Occupational Trends
- Life Goals/Life Assessment
- Knowledge of World of Work

III. Educational Development
- Attitude/Learning
- Skills/Facilitate Learning
- Life-Long Learning

The program components provide a structure for the program and identify specific functions which should be provided under each category:

COMPONENT I: PSYCHOLOGICAL EDUCATION

This component serves as the core of a comprehensive developmental program. Based on the student goals, specific competencies (objectives) are identified for each grade level and guidance lessons are conducted in the classroom or small groups with all students. Parent education and staff development programs are designed and delivered based on topics designed to help parents and staff aid children in achieving student goals.

COMPONENT II: RESPONSIVE SERVICES

This component exists in order to provide specific help to students who are having difficulty mastering developmental tasks. Examples of counselor functions in this component would include individual or small group counseling, implementation of a crisis intervention plan, or referral to outside agencies such as mental health, juvenile probation, testing services, treatment programs, etc.

COMPONENT III: EDUCATIONAL PLANNING/ASSESSMENT

The purpose of this component is to identify functions which enable the student to plan his/her educational and career development opportunities. Scheduling, testing, financial aid, orientation, academic advising and postsecondary planning are functions which fall under this category.

COMPONENT IV: PROGRAM MANAGEMENT

Program management is an important component in relation to the successful implementation of the other components. Under program management are included such functions as developing and maintaining good public relations programs, working with an advisory committee to help keep the program relevant, program management, articulation and evaluation, staff development relative to the purposes of the guidance program, and program coordination.

Relative to each of the activities identified in the components, the counselor may function in the following roles:

COUNSELOR: One to one or small group or classroom interactions with students; may be preventative or remedial in nature in order to help students achieve their goals or overcome barriers in pursuing goals.

CONSULTANT: Works with staff, parents, administration or agencies relative to helping students achieve goals.

COORDINATOR: Works with agencies, staff, parents and the community to coordinate the overall activities identified in the components relative to student goals.

The focus of this program, while primarily developmental and preventative, also responds at the secondary (early intervention) and tertiary (remedial) levels. In addition, while the counselor is the "conductor" of the program, many of the functions identified in the components will be conducted by other school personnel.

PROGRAM COMPONENT DESCRIPTIONS

I. PSYCHOLOGICAL EDUCATION

Classroom Guidance

Classroom guidance is designed for all students. The purpose is to teach social, emotional, and behavioral concepts that students can use to help them deal successfully with normal, developmental issues such as developing a realistic self-concept, getting along with others, learning to make decisions, or setting goals. In addition, the concepts become "tools" that they can use when they encounter problems that are more serious in nature. Thus while the primary emphasis in classroom guidance is preventative, application of the learnings to more serious problems is also an outcome.

Classroom guidance consists of a series of lessons designed to teach the following concepts:

Self Acceptance: assessing individual strengths/weaknesses; developing awareness of self.

Emotional Maturity: learning a feeling vocabulary; learning positive ways to express feelings; learning where feelings come from; understanding how feelings can change and how they vary in intensity; learning the connection between feelings and behavior.

Interpersonal Relationships: learning positive interpersonal relationship skills; learning positive ways to communicate with others; learning conflict resolution skills.

Decision Making Skills: learning to generate and assess alternatives; learning to consider multiple factors in making a decision; learning to assess the impact of decisions, long and short term.

Behavior: distinguishing between appropriate and inappropriate behavior; learning how to control behavior; learning positive coping behaviors; learning the connection between feelings and behavior.

Personal Safety: learning about healthy/unhealthy touch; learning about strangers; learning about sexuality; learning how to ask for help and where to get it.

These general concepts should be presented through a sequential curriculum which is designed to address different aspects of these concepts at each grade level. Lessons should be developmentally sequenced so that the concepts build on each other. Each lesson would contain a specific objective, a short stimulus activity designed to involve students in the concepts presented, and follow-up questions which allow students to share what they have learned and to apply the concepts personally.

It is recommended that classroom guidance lessons be conducted weekly for elementary and intermediate students, a 30 minute time block is adequate. For secondary students, a 45 minute period is recommended. While the guidance counselor may be involved in doing some of the classroom work, it is preferable that teachers be trained so that they can conduct these lessons. The counselor serves as a coordinator and works with faculty in developing materials or selecting a commercial package which meets the objectives of the district.

Small Developmental Groups

Developmental groups achieve essentially the same purpose as classroom guidance in that the emphasis is on prevention: exposing students to emotional education concepts which they can apply to normal developmental problems. The advantage of the small group approach is that concepts can be personalized more effectively and students can be more involved in the discussion.

Generally these groups are organized around topics such as: interpersonal relationships, self-acceptance, feelings, behavior management, coping skills, etc. A structured lesson such as that used in classroom guidance is usually presented, but more emphasis on discussing and personalizing the concepts occurs.

These groups are normally led by the counselor or perhaps co-facilitated with a teacher who has had training in group process/dynamics. Group sessions may range from 30-50 minutes. Students may volunteer for these groups or the counselor may routinely involve students from a given class in a series of small group sessions. The number of students per group ranges from 6-10, and groups usually last 6-8 weeks.

Career Guidance

The purpose of career guidance is to help students assess what their career aspirations are and to learn skills which will enable them to function effectively in the workplace.

Many of the concepts presented in classroom guidance are important components for a career guidance program: self awareness, interpersonal relationship skills, decision making skills, and understanding feelings and behavior. In addition, students need to be exposed to the following: knowledge about careers, requirements, rewards/benefits; assessing individual strengths and matching them with job requirements; learning about leisure time/interests; goal setting; lifestyle options, and clarifying interests and attitudes towards work.

A career guidance program should be comprehensive, with specific concepts that all students are exposed to. In addition to the social/emotional/behavioral concepts included in classroom guidance lessons, additional focus through classrooms or small groups must include exposure to the previously mentioned concepts. In addition, career fairs which expose students to a multitude of career options can be coordinated and teachers can integrate career guidance concepts into their curriculum by discussing career options in specific subject matter areas.

Parent Education

Because children and adolescents are part of a family system, many of the problems they manifest often need to be dealt within conjunction with the family. Furthermore, counselors can promote the prevention concept by teaching parents skills such as communication, behavior management, and characteristics of developmental stages. Counselors may work with parents on an individual basis, with the child and other members of the family, or in educative or support groups.

If working individually, the parent is usually consulted with by phone or in person relative to a concern which is initiated by the school or by the parent. For example, a parent may call the counselor and express concern that her/his child isn't able to get to sleep at night and has nightmares. The counselor might suggest some things that the parent could try at home and might also see the child individually to discuss the issue. Frequent contact with the parent, and their participation in applying interventions, facilitates the problem solving process.

In other cases, communication problems exist, and the counselor can facilitate interaction between parents and child to clear up misconceptions and misunderstandings.

Parent groups should also be conducted on a regular basis for the purpose of helping parents develop parenting skills. These groups could be conducted in several ways: (a) an on-going group consisting of 6-10 weekly sessions; (b) periodic topical meetings; (c) support groups.

On-going groups would consist of a group of ten to fifteen parents who would meet for purposes of support and to receive information about discipline, communication, developmental stages of children, etc. Parents could volunteer or be asked to join the group. Counselors can develop their own materials or use existing packaged programs. Groups of this nature generally meet needs of all parents who want more information on how to improve parenting skills. The focus is on prevention.

Topical meetings might be held monthly or less frequently, and would be open groups, available to all parents who are interested in a particular topic. Parents could be surveyed as to what programs might be relevant. Suggestions include helping children develop positive attitudes and responsible behavior, helping children handle stress, living (happily) with teens, etc. These meetings can be conducted by the counselor or the counselor can coordinate a series of outside speakers to address the group.

Support groups are designed for parents who have a common concern such as: learning disabled children, gifted children, children whose parents are divorced or separated, etc. Parents for these groups may volunteer or be invited to join. There may be less structure than in the on-going groups with the preventative focus, and the primary purpose is to allow parents with similar concerns the opportunity to share feelings and learn ways to help themselves and their children with these issues.

Staff Inservice

Because counselors are not the "counseling program," it is important to work with staff in developing their skills in working with children. By doing this, more people are available to listen to children and to be sensitive to specific ways to respond to behavior and feelings.

Counselors could meet monthly with staff (instructional and non-instructional) to share information about such things as: positive discipline techniques; ways to facilitate self-concept development throughout the school environment; effective communication strategies; conflict management techniques; helping children become better decision makers; stages of grief/loss; etc. The purpose of these sessions is to promote positive interaction with students. Topics should parallel guidance objectives.

Sessions of this nature can be informal discussions or there can be a more specific presentation. By working together in this manner, there is more involvement by everyone in the counseling process.

II. RESPONSIVE SERVICES

Crisis Counseling

Crisis counseling is defined here as counseling students in situations that require immediate attention and/or interventions. Some examples that would fit this classification are: threats of suicide; child abuse; a tragic event; severe emotional outbursts; a severe family upheaval; or the death of a student, faculty member, or loved one.

Counselors need to possess skills that allow them to assist students in processing these crises both on an immediate and long term basis. They may function as a one

-to-one counselor or as a small support group facilitator. Consultation skills and knowledge of appropriate referral sources is important in these circumstances.

School Crisis Intervention Plan

Certain tragic events may create a need for the school staff to have a building-wide plan for addressing the crisis. A serious car accident, the death of a student(s) or faculty member, or a community disaster may create a very serious situation that is best dealt with by having a predetermined set of procedures to follow. Teams made up of school personnel and outside resource persons need to be trained in advance so that students and staff needs can be met in this very traumatic situation.

Problem Centered Individual Counseling

The purpose of ongoing personal growth and problem centered counseling in the school is to help students focus on acceptance of self, decision making, effective communication and the development of problem solving skills.

The counselor provides an accepting, non-judgmental atmosphere in which the students may discuss concerns and issues as they arise in his or her life.

Examples of concerns that students may present to the counselor deal with: peers, academics, substance abuse, family relationships, behavior problems, interpersonal relationships, self concept, and career goals and options.

Through ongoing counseling, the student will develop the confidence in self as well as strategies to be used in meeting similar issues in the future.

Referral

Purpose: A counselor will refer to community agencies and other resource services when the typical parent consultation, classroom. individual and small group interventions prove ineffective or it is apparent that more extended and in depth services are needed.

When this course of action is being considered, the counselor will make available to the student's family information and possible alternatives for support groups, family therapy, as well as other appropriate services available in the community or area.

Staff/Parent Consultation

The purpose of staff/parent consultation is to allow the school and family to share and discuss information to enhance and plan the developmental progress of the student. This service may be initiated by the parent, counselor, or a staff member.

The counselor functions as a coordinator of the staff/parent consultation. Consultation may be in a formal or an informal setting. Informal, non-scheduled dialogue may occur between staff, counselor or parents by phone or at opportune times during the day. Formal consultations are scheduled and may include support staff, parents and administrators. A written plan of action addressing the student's needs and rationale for positive change will be formulated. A time line will likely be put into place to monitor student progress involving staff, parents and counselor.

Problem Centered Small Group Counseling

The purpose of problem centered or specific issue small group counseling is to meet the immediate needs of students and give them support regarding this concern. Groups may be made up of students with similar problems affecting their lives. The size of these groups may vary, but should be kept small (5-10) to aid in communication among members. Duration of meetings will also vary, but would be based on actual resolution of the concerns involved.

Below are student problems that may require immediate attention and support through small group counseling.

1. Divorce
2. Peer interaction problems
3. Lack of social skills
4. Death and dying or loss situations
5. Conflict resolution among students
6. New student orientation
7. Family conflicts
8. Student/parent conflicts
9. Student/teacher conflicts
10. Student behavior problems
11. Other personal problems

Participants in these groups may all share the same problem in which case the members may openly discuss issues and concerns relative to this particular topic. The counselor may choose to use more specifically structured activities to facilitate discussion and resolution of these same issues. If curriculum materials are used, they are selected with the needs of these particular students in mind.

Groups may also be organized for students who do not share a specific topical concern. In these groups, which are more open ended, students assist each other deal with problems which have arisen during the week. Some structured activities may be introduced as appropriate to the concerns being discussed.

III. EDUCATIONAL PLANNING/ASSESSMENT

Testing Assessment and Interpretation

The purpose of assessment relates to the reality that teachers, counselors, and administrators need several types of information about students. They may need to know about student cognitive and scholastic abilities, their interests, their achievement, and their concerns. In a school context, there are usually many different goals and purposes for a testing program; information is needed for many reasons, and many different people are involved in the process. Here are some of the possible goals of a school testing program:

1. Identify the readiness of kindergarten and first grade students.
2. Determine whether students have mastered the basic and essential skills required by the school system.
3. Placement of individuals in educational programs.
4. Identify students with special needs.
5. Evaluate the curriculum and specific programs of study.
6. Help individuals make educational and vocational decisions.
7. Assess the cognitive skills and scholastic aptitude of individual students.
8. Measure achievement in specific courses and subject areas.

Interpretation of Test Results

It is obvious that if a school district formally tests students in areas such as cognitive ability, achievement, interests, aptitudes, personality types, etc., that they have a responsibility to interpret the scores to students and parents. Close attention to the age and maturity of the students must be given in deciding how and to whom the results will be interpreted. Proper interpretation requires recognition of the fact that while many tests do provide accurate estimates, they do not measure with the same precision that a ruler or yardstick does.

Intelligent interpretation requires knowledge of the test in question and how it can best be interpreted to students and/or parents. Even if various facets of the testing program were explained initially, the examiner should review for students and/or parents, using nontechnical language, the purposes of testing. Actual test results might be visually presented through graphs to help the students/parents understand. Reports need to be comprehensible as well as informational. In reporting specific types of scores, the examiner should be sure that all understand the types of scores being discussed. They should be told the limitations of the tests and some basic bias that might operate in the situation.

While counselors may have some limited course work in assessment, they basically have no more expertise than classroom teachers in this area. Norm referenced achievement tests and performance or criterion based tests, as well as learning style assessment, are perhaps best interpreted by classroom teachers. Counselors would likely be involved in the reporting and interpretation of scores related to interest, career decision making, and post high school educational placement are perhaps best handled by people with special training.

Financial Aid

The purpose of the counselor's involvement in this process is to Orient and acquaint parents and students with the financial aid process. This is accomplished through individual and group counseling as well as more general presentations.

The counselor also assists students with how to carry out a search for grants, scholarships, and other financial aid opportunities. Students need to be informed of criteria used in the selection of the recipients for scholarships and grants.

- grade point average
- rank in class
- test scores
- citizenship
- activities

Throughout this process the counselor serves as a resource person for students and parents. The responsibility for filing forms, meeting deadlines, seeking references, etc., lies with the individual student.

Postsecondary Plans–Placement

Purpose: Counselors have a major role in helping students make decisions regarding placement educational level, into special programs, and into postsecondary education or employment. Follow up studies may be conducted to help determine overall student satisfaction with the total educational program.

Examples of Activities Related to Postsecondary Placement:

- Orientation of all students to the next level.
- Assisting students with selection of elective courses appropriate for the student's interests, achievement, and aspirations.
- Providing information and assistance to those filling out applications for admission, jobs or financial aid.
- Conducting exit interviews and follow-up studies.
- Filling out yearly placement information gathered by the Department of Education.
- Coordination of placement interviews with postsecondary school representatives, employees, Job Service of Iowa, and military personnel.
- Coordinating and writing recommendations for students as they apply for higher level education, scholarships, or employment.

Advisor-Advisee Program

The purpose of the advisor-advisee component of the guidance program may vary from one school district to another. It has outstanding potential for delivering affective education experiences for middle and secondary school students. It may also be the best concept for carrying out an academic advising program for these same students.

The delivery of affective education activities for all students can be greatly enhanced with a much broader base of involved faculty through a well planned and coordinated advisor-advisee program. The counselor(s)' coordination of a planning team of teachers and administrators can deliver an articulated and sequential developmental program that addresses the personal, social, life planning, and educational needs of students.

An academic or educational advising program that draws upon the expertise of the teaching faculty, administrators, and counselors can be exceedingly successful in providing a more effective and efficient system for reporting academic achievement, helping students and parents make appropriate decisions regarding the selection of courses and registration. This type of program necessitates strong coordination from the counselor(s) and administration with adequate inservice for teacher/advisors in order that they may carry out objective and effective advising in the areas of course selection, test and academic achievement interpretation, schedule changes, and in-school placement.

The short and long term benefits of this program are that secondary counselors will have a significantly greater amount of opportunity to carry out the well defined roles identified in the state mandated K-12 comprehensive, sequential developmental guidance program that is an integral part of the total educational process. An advisor-advisee program addresses directly the concept that guidance is a cooperative effort, a team approach that emphasizes that the counselor alone is not the guidance and counseling program of the school.

Scheduling - Course Planning

Purpose: Counselors often play a major role in scheduling and course or program planning for secondary students because they have access to information regarding the world of work and postsecondary education requirements.

Counselors may coordinate or facilitate some of the following example activities in conjunction with faculty and administration:

- Advisor-Advisee Program
- Registration booklet - course guide
- Homeroom or class informational meetings along with parent meetings regarding:

graduation requirements
occupational and career trends
postsecondary entrance requirements

- 8th grade - create a four year plan
- System for follow up with students
- Schedule changes

The desired outcome of these efforts is that students and parents will be able to make appropriate educational choices to facilitate and student's personal and career plans.

Orientation

The purpose of orientation is to familiarize parents and students with: facilities, procedures, services, curriculum credit requirements, policies, extracurricular activities and special programs. An orientation program will ease the transition from home to school, from elementary school to middle/junior high school, from middle/junior high school to high school, and new/transfer students to their new setting.

Some of the orientation activities will include:

Kindergarten/Elementary

In school orientation for parents and students to: meet teacher(s), counselor(s), and principal(s); tour building; readiness testing; receive information on needed materials and transpiration; and discuss parent concerns.

Middle/Junior High School

In school student/parent orientation to: tour facilities; review curriculum and schedules; meet counselor, principal, and teachers; review handbooks; fee schedule; review extracurricular policies; review materials needed for transition; group -building activities; and discuss parent concerns.

High School

In school orientation for: curriculum and course content presentations; extra curricular considerations; review handbooks; review graduation requirements, four -year schedule considerations; parent night/day, tour of facilities; fee schedule.

New Students/Transfer Student

Individual orientation for parent and student to: meet counselor, teachers, principal; tour facilities; review special policies; check health records; personal interview counselor/principal; provide student handbook; course offerings handbook; school map, assign peer host; and introduce to other students.

IV. Program Management

Public Relations

Public Relations is an important element of the program management component. The purpose of a public relations program is to communicate to various publics the role of the counselor and the importance of a guidance program.

Specific public relations activities include such things as:

- brochures describing the guidance program
- slide/tape presentations to parents, community groups
- letters to parents, welcoming new students and describing counseling services
- counselors' column in the local or school newspaper
- radio spots on topics related to guidance (helping kids with homework, child stress, parent/child communication, etc.)
- record keeping/reporting to administration and school board annually (number of students seen, types of problems, kinds of services provided, etc.)
- speaker (on topics related to children's emotional health) to community groups
- calendar of schedule for teachers, administration

Advisory Committee

The purpose of an advisory committee is to assist the counselor(s) in the development and delivery of an effective, comprehensive guidance program. Membership may consist of teachers, board members, students, administration, parents and community members (10-15 persons). The advisory board meets monthly or periodically throughout the year to provide input or react to:

- program goals and objectives
- public relations activities
- program assessment
- expanding program focus
- dealing with special issues
- crisis intervention plans
- selection of materials
- program promotion/infusion

Program Articulation/Management

It is critical that a guidance program is sequential, with objectives developed K-12 to ensure comprehensive social/emotional/academic/career development. In order to achieve this, the counselor(s) in the district must meet regularly to share aspects of their program and coordinate activities so that a sequential program is maintained.

Program objectives and activities should be in writing, with packets or units of materials identified for classroom guidance, small groups, staff/parent inservice testing and test interpretation program, financial aid and orientation programs, etc.

The guidance program must not be a "fly by the seat of your pants" program which exists in the mind of the counselor(s). To assure accountability, materials must be developed and systematically maintained.

Yearly evaluation of the counselor (using an instrument specific to counseling) is important, along with program evaluation. In addition, counselors should use evaluation instruments in small groups--classroom sessions for feedback on how students respond to services.

Careful recordkeeping and systematic reporting of number of students seen, types of services provided and requested, results of services, number of parent and teacher contacts, etc., shows evidence of a well-managed program.

Time Management

An effective guidance program is not a scattered offering of services, but rather, is a well managed array of specific activities designed to address program goals and objectives. The counselor should have at least a loosely organized daily schedule with some planned activities to assure accountability.

Depending on the grade level and type of services offered a calendar such as the following is a representation of effective time management:

SAMPLE CALENDAR:

	M	T	W	TH	F
8:00	Planning - Teacher Contacts				
8:30		CG			CG
9:00		TC	SG	IC	SG
9:30		GC	TC	CG	TC
10:00		IC			SC
10:30			SG	SG	

(SAMPLE CALENDAR CONT.)

	M	T	W	TH	F
11:00		SG	IC		SG
11:30				TC	SG
12:00		----------	LUNCH	---------	
12:30	GC	TC	CG		CG
1:00		SG	IC	SG	IC
1:30	TC		TC		TC
2:00		CG	SG	CG	
2:30	IC				IC
3:00		IC		TC	

4:00-8:00
Parent Groups
Parent Consultation

* IC = Individual Counseling
* SG = Small Group Counseling
* CG = Classroom Guidance
* TC = Teacher Consultation

Staff Development

A significant aspect of program management is counselor development. It is imperative that the counseling staff participate on a regular basis in inservice and professional growth opportunities which enhance skills and expertise. Keeping current through participation in professional counseling associations and reading the latest literature is part of this staff development effort.

DEVELOPMENTAL STUDENT COMPETENCIES

A major goal of the comprehensive school guidance program is to facilitate the attainment of selected student competencies which are grouped under the categories of personal social development; career development; and educational development. Ten major topics are presented, with competencies developed for primary, intermediate, junior high, and high school levels.

The guidance advisory council or committee along with the school counselor(s), after considering information from needs assessment efforts, may select appropriate competencies from the following list of example competency statements.

I. PERSONAL SOCIAL DEVELOPMENT

A. Self-Awareness/Self-Acceptance

Primary

To identify physical characteristics.
To recognize/appreciate physical similarities and differences between people.
To identify ways in which individuals are unique.
To learn that people have many different kinds of qualities and characteristics.
To recognize how people grow and change.
To identify personal strengths.
To learn that everyone makes mistakes.
To identify individual interests.
To learn that people aren't better or worse just because they are different.
To learn that interests and abilities change.
To develop an awareness of behavior in various situations.
To learn to make positive self-statements.
To recognize special personal traits.
To identify how exercise and nutrition affect mental health.
To describe specific ways to care for one's body.
To identify personal abilities.
To describe one's own unique physical characteristics.
To describe one's own unique abilities.
To identify personal limitations.
To recognize that personal strengths and limitations will change.

Intermediate

To learn that making mistakes doesn't make one good or bad.

To identify personal mistakes and what was learned from them.
To learn that everyone is a special person regardless of how they act.
To develop an awareness of individual responses in different situations.
To recognize that negatively comparing their physical differences, characteristics or abilities to others is unnecessary.
To learn that "being perfect" isn't possible.
To recognize that certain aspects of one's self can be changed and that certain aspects can't change.
To differentiate between poor performance in one area vs. being a complete failure.
To identify personal abilities/strengths.
To differentiate between positive and negative self-talk (messages).
To learn to use positive self-talk.
To identify positive/negative behaviors.
To identify ways in which one's body is special.
To recognize ways in which they are important to themselves and to others.
To identify personal characteristics valued in self.
To describe ways in which abilities and interests change over time.
To learn that a person is special regardless of how they behave.
To learn that being male and female are equally special.
To identify sexist/nonsexist ways to describe males and females to learn to describe individual abilities without stereotyping them as male/female.

Junior High

To identify the physical, intellectual, emotional, social and spiritual aspects of self.
To recognize degrees of control over personal success and failure.
To learn to accept compliments and criticism.
To identify positive ways to maintain a healthy body, mind and spirit.
To identify "self put downs" and learn to apply positive self-talk.
To identify sex-role stereotypes and how this limits both males and females.
To learn the difference between "who one is" and "how one behaves;" poor behavior doesn't imply that the person is no good.
To identify one's positive and negative attitudes and to develop ways to avoid excess negativity.
To learn ways to value self even if others don't treat you as a worthwhile person.
To identify positive ways to behave in a variety of situations.
To differentiate between "bragging" and sharing positive aspects of self.
To identify unique aspects of one's personality.
To learn to compare their abilities to others without self put down.
To learn the relationship between caring for and valuing self and treating one's body in healthy ways.

To identify positive aspects of being a male or female.
To identify characteristics they value in themselves.
To recognize positive ways to of displaying a sense of humor.
To identify ways to develop a sense of personal power: an "I can attitude."
To identify ways in which individuals become self-motivated.

High School

To identify personal values.
To identify one's interests and abilities in order to formulate personal goals.
To identify positive ways of "taking care" of oneself.
To differentiate between self-defeating and self-enhancing behaviors and how they relate to one's view of self.
To learn that failure and rejection are not a reflection on one's self-worth.
To learn ways to access personal strengths and positive self-talk in coping with difficult situations.
To differentiate criticism of "who one is" from "what one does."
To identify how one's wants and needs influence future planning.
To develop an understanding of the various roles people play.
To recognize the connection between how one views him/herself and how s/he behaves.
To identify sources of personal strength/limitation.
To clarify goals and aspirations.
To identify personal skills that contribute to satisfactory physical and mental health.
To describe ways in which sex-stereotyping limits individual options.
To identify risk-taking behaviors.
To describe personal risk-taking behavior and to learn to assess the positive/negative impact of such behavior.
To learn to identify one's responsible/irresponsible behaviors.
To distinguish between self-defeating and self-enhancing behaviors.
To identify areas of personal accomplishment and achievement.
To develop an understanding of how individual contributions impact society.

B. Emotions

Primary

To develop a feeling vocabulary (happy, sad, mad, hurt, disappointed, upset, etc.)
To learn that it is normal to have feelings.
To distinguish between physical and emotional hurt.
To differentiate between pleasant and unpleasant feelings.
To recognize that it is good to express feelings.

To learn that there are many different ways to express the same feeling.
To differentiate between real danger and imagined fears.
To learn that feelings can change.
To identify how feelings develop.
To learn to share feelings with others.
To recognize that all people have feelings.
To describe feelings about a variety of situations.
To identify how others might be feeling.
To recognize that there is a connection between how one feels and how one behaves.
To learn different ways to express feelings.
To learn how to communicate one's feelings to others.
To recognize negative effects of teasing others about the way they express feelings (name calling such as cry baby, etc.)
To learn that it is good to talk to others about negative feelings such as fears, etc.
To identify ways to deal with fearful feelings.

Intermediate

To learn that feelings can vary in intensity.
To differentiate between feelings and behavior and to understand that there is often a connection between how one feels and how one behaves.
To recognize the connection between feelings and physical (bodily) reactions.
To learn that some feelings help and some hinder.
To recognize how feelings can change when thoughts change.
To distinguish between healthy and unhealthy expression of feelings.
To develop sensitivity for the feelings of others.
To learn that others don't "make you feel" certain ways.
To identify positive ways to deal with a variety of negative feelings.
To learn ways of supporting others' expression of feelings.
To be able to identify how one is feeling.
To identify ways to make oneself feel better.
To learn ways to help others express their feelings.
To recognize that there is nothing shameful about expressing how one feels.
To recognize that people can react differently to the same feeling.
To identify what "hiding" one's feelings means
To identify reasons why people might hide feelings.
To assess consequences of hiding feelings.
To recognize how people's feeling may be reflected in their actions.
To learn that people have choices about how they feed.

Junior High

To identify examples of personal happiness, unhappiness.
To learn that thoughts about an event determine feelings.
To learn positive ways to manage anger.
To recognize the chain reaction effect of negative emotions.
To develop sensitive ways to express feelings to others.
To differentiate between normal emotional reaction vs. over-reaction.
To differentiate between positive and negative ways of expressing feelings relative to an upsetting event.
To recognize the relationship between negative emotions and self -defeating behaviors.
To recognize differences in the way individuals deal with feelings.
To identify sources of help when feeling overwhelmed by negative feelings.
To recognize that feelings change over time.
To identify ways to help others deal with negative feelings.
To recognize the connection between expression of feelings and physical problems.
To identify positive ways to manage negative feelings.
To learn to identify stressful feelings.
To identify positive ways of coping with stressful feelings.
To learn that "ups and downs" are characteristic of this stage of development.
To differentiate between normal mood swings and more serious depression.
To learn that asking for help with more serious negative feelings is important.
To learn that negative feelings don't last forever.

High School

To identify characteristics of depression.
To learn positive methods of dealing with depression.
To analyze the payoffs of pleasant vs. unpleasant feelings.
To learn about the effect of emotions on the body.
To identify self-talk that contributes to guilt.
To identify self-talk that contributes to worry, anxiety and fear.
To recognize the relationship between feelings and acting in one's own best interests.
To identify options for coping with emotional pain.
To develop strategies for modifying intense negative emotions.
To differentiate between internal and external control of happiness.
To identify positive ways of taking charge of one's own happiness.
To identify ways to deal with intense feelings which may lead to suicidal thoughts.

To identify ways to help others deal with extreme negative emotion.
To learn that people are responsible for their own happiness (others can't "make you happy".)
To recognize intense negative feelings in self and others and at what point professional intervention may be necessary.
To learn that apprehension about the future is normal for this developmental stage.
To identify helpful ways to cope with apprehension.
To learn what it means to "mask" feelings.
To identify consequences of "masking" real feelings.
To recognize the connection between thoughts, feelings and behaviors.

C. Interpersonal Relationships

Primary

To learn that people are alike as well as different.
To recognize the effect of "labels" on relationships with others.
To describe characteristics of friendship.
To distinguish between positive and negative ways to behave with friends.
To identify positive ways to interact with others.
To recognize ways in which others are unique and special.
To recognize that others make mistakes but they are still good people.
To learn to compliment others.
To learn how to cooperate with others.
To differentiate between words used in teasing and what is "true."
To learn positive ways to handle teasing.
To learn that others don't have to act the way we want them to act.
To identify behaviors that promote friendship.
To describe positive play behaviors.
To recognize special or unusual characteristics about others.
To identify ways in which the behavior of one person can influence behavior of another.
To identify ways to be responsible toward others' property.
To learn that people come in all sorts of shapes, sizes and colors.
To learn that people all have different talents and abilities.
To learn that people have different interests.

Intermediate

To recognize that rejection from others doesn't mean you're worthless.
To recognize the negative effects of comparing oneself to others.
To identify characteristics of good friends.
To distinguish between facts and assumptions about others' behavior towards you.
To learn to accept the fact that others may not behave the way you do.

To learn to accept the fact that others may not think the way you do.
To learn positive conflict resolution techniques.
To learn effective interpersonal communication skills.
To recognize that there are different kinds of friends who meet different kinds of needs.
To identify problems that occur between friends and positive ways to deal with those problems.
To identify and accept different types of families.
To learn "tease tolerance" techniques.
To differentiate between assertive, aggressive and non-assertive behavior in relationships with others.
To evaluate the effect of what they say on others.
To evaluate the effect of how they behave on others.
To recognize that friends can be any age.
To identify positive memories associated with a friend.
To learn that boys and girls can be friends with each other.
To identify the negative effects of putting others down.
To identify the positive aspects of friendship with adults.

Junior High

To explore pro's and con's of various lifestyles.
To differentiate between judgmental and non-judgmental attitudes towards others.
To recognize the effect of judgmental attitudes towards others.
To differentiate between irritating, uncomfortable and intolerable behavior in interpersonal relationships.
To recognize the advantages and disadvantages of social approval vs. negative personal consequences.
To learn to use assertive skills in responding to others' demands.
To identify characteristics of peer pressure.
To learn positive ways to respond to peer pressure.
To identify the relationship between verbal messages and non-verbal communication.
To identify ways in which stereotyping can limit effective interpersonal relationships.
To learn positive ways to resolve friendship conflicts.
To differentiate between facts and assumptions as they relate to issues in interpersonal relationships.
To explore what it means to be an individual vs. "one of the crowd."
To learn positive ways to resolve adult/child conflict.
To recognize that people don't always share the same values.
To evaluate how good listening skills helps in problem resolution.
To identify characteristics of good family relationships.
To describe positive qualities of people who are culturally different.

To identify biases and stereotypes that interfere with establishing effective relationships.
To identify positive behaviors for working in a group.

High School

To distinguish between dependent and independent behavior in relationships.
To identify beliefs that interfere with independent behavior in relationships.
To learn how to be an effective listener.
To learn how to respond with sensitivity to others' pain.
To differentiate between demanding and wishing in relation to others' values.
To differentiate between demanding and wishing in relation to others' beliefs.
To differentiate between demanding and wishing in relation to others' behavior.
To differentiate between healthy inter-dependence and unhealthy dependence.
To identify characteristics desirable in long term male/female relationships.
To differentiate between disappointment and devastation in regard to relationship issues.
To learn that you can't change other people, only your reaction to them.
To recognize the importance of tolerance and flexibility in relating effectively with others.
To identify characteristics of intimacy.
To learn positive ways to cope with change and loss of relationships.
To examine consequences of prejudice.
To assess the degree of satisfaction of relationships with family members
To assess the degree of satisfaction of intimate relationships.
To assess the degree of satisfaction of close friendships.
To identify specific things which could enhance relationships with significant others.
To describe characteristics of healthy relationships.

D. Problem Solving/Decision Making

Primary

To distinguish between major and minor problems.
To learn that most problems have multiple solutions.
To recognize that some problems don't have perfect solutions.
To identify consequences of decisions.
To recognize how many circumstances necessitate decision making.

To identify the importance of making wise decisions.
To recognize that decision making affects self and others.
To identify various factors to be considered in making sound decisions.
To learn how to evaluate the effects of decisions.
To develop the ability to generate multiple solutions to problems.
To learn how to assess the positive and negative aspects of possible solutions before making final decisions.
To learn to cooperate with others in joint problem solving.
To recognize how many choices people make in the course of a day.
To identify decisions that they can make independently.
To identify decisions that they may need help in making.
To learn that everyone makes decisions.
To learn that there are people who can help them make decisions.
To learn to identify alternative choices in problem situations when a first choice is ineffective.
To recognize that some decisions become habitual.
To identify resources that are available in helping people make decisions and choices.

Intermediate

To recognize the relationship between risk-taking and decision making.
To recognize the cause/effect relationship in the decision-making process.
To recognize the relationship between compromise and problem solving.
To develop the ability to break problems into small manageable parts.
To develop the ability to set short term goals.
To learn to apply decision making skills to moral dilemmas such as cheating, stealing, lying.
To learn effective group problem solving processes.
To recognize how to identify a problem and who "owns" it.
To learn steps in a problem solving process.
To recognize how others can help solve your problems.
To recognize that a decision that is good for one person may not be good for another.
To learn how to assess facts that may influence the outcome of a decision.
To recognize that some decisions are made based on one's values.
To learn that not everyone solves problems in the same way.
To identify examples of positive decisions that they have made.
To identify positive aspects of risk taking.
To identify negative aspects of risk taking.
To learn how to assess positive and negative aspects involved in making a decision.
To distinguish between examples of major and minor decisions.
To recognize that everyone has problems to some degree.

Junior High

To explore the effects of emotionalism in the problem-solving/decision making process.

To evaluate the impact of peer pressure on personal decision making.

To recognize which factors of a given problem are or are not under your control.

To learn that some problems cannot be solved immediately and to develop skills for dealing with this.

To learn to use imagery as a problem solving or decision-making technique.

To identify positive vs. negative approaches to solving problems.

To identify ways in which personal decisions impact others.

To differentiate between facts and assumptions and how this influences a problem or decision.

To differentiate between long-term and temporary problems.

To learn how to react sensitively to others' problems.

To distinguish between realistic and unrealistic solutions/decisions.

To recognize the importance of sharing problems with others who can help.

To recognize that goal setting is often an outgrowth of decision making.

To differentiate between responsible and irresponsible ways to solve problems.

To differentiate between letting a problem resolve itself and taking an active role in problem resolution.

To learn that confidence can come about as a result of taking risks.

To assess the positive and negative aspects of confidence that occurs as a result of risk-taking.

To recognize that some decisions can be changed and others can't.

To examine ways in which peers influence decision making.

To identify ways in which family members influence decisions.

High School

To distinguish between acting and reacting to problematic situations.

To differentiate between healthy and unhealthy solutions to problems.

To recognize the "ripple effect" of decisions made at one point in time.

To recognize that solutions to problems cannot always be ideal.

To differentiate between emotional and rational approaches to problems.

To learn to make decisions that are in one's own best interests.

To recognize that problem situations can be turned into opportunities for growth.

To learn to put problems in perspective.

To recognize the relationship between self-defeating behaviors and ineffective problem-solving/decision making.

To differentiate between impulsive and well-thought out decisions/effects

of each.
To identify beliefs that prevent one from asking for help with problems.
To apply decision making skills to personal goal setting.
To examine how past decisions affect present behavior.
To recognize how effective conflict resolution skills have a positive impact on relationships with others.
To identify sources of information which will be helpful in making decisions about the future.
To identify examples of alternative solutions to problems that involve varying degrees of risk.
To recognize the relationship between making decisions and acting on them.
To learn about procrastination and how it applies to decision making.
To learn effective time management skills.
To recognize the degree of personal control over problems.

E. Awareness of Behavior/Behavior Management

Primary

To learn what rules are and why they are important.
To distinguish between acceptable and unacceptable behavior.
To identify ways to change unacceptable behavior.
To recognize consequences of behavior.
To identify behavior of good citizens.
To identify appropriate behavior for various situations.
To identify positive ways to relate to friends.
To describe irresponsible behavior.
To describe responsible behavior.
To identify responsibilities within the family, the school, and the community.

Intermediate

To demonstrate good citizenship skills.
To identify reactions to stress and conflict situations.
To identify ways to be responsible for own behavior.
To identify alternate ways of coping with conflicts.
To demonstrate alternate ways to cope with stressful situations.
To demonstrate knowledge of how to direct emotions into socially acceptable behavior.
To choose between alternative behaviors in specific emotional situations.
To demonstrate ways s/he contributes to society.
To identify appropriate behaviors for various situations.
To distinguish between positive and negative ways to handle peer pressure.

Junior High

To identify appropriate student behavior.
To identify internal and external sources of stress and conflict.
To demonstrate ways of coping with emotional reactions of others.
To show respect for legal and moral rights of self and others.
To identify ways to control behavior.
To demonstrate ways of dealing with reactions of others under stress and conflict.
To identify good social skills for various activities such as dances, parties, etc.
To identify ways to avoid peer pressures.
To identify ways in which one person's behavior can impact another's.
To identify ways to become a positive role model and model positive behavior.

High School

To maintain self-discipline and rational behavior in dealing with emotional conflicts and stress.
To identify ways that he/she contributes to different environments and society as a whole.
To identify the effect of emotions on one's behavior and decisions.
To demonstrate respect for the rights of others.
To distinguish between positive and negative behaviors in coping with conflict and stress.
To distinguish between dependent and independent behavior.
To identify mature behaviors.
To develop appropriate behaviors in dealing with parent/adolescent conflict situations.
To distinguish between over-reactions and appropriate behavioral reactions.
To identify appropriate behaviors in dealing with disagreements.

F. Personal Safety

Primary

To identify parts of the body.
To learn that everyone's body is special and unique.
To identify healthy ways to take care of one's body.
To recognize that you have the right to decide who touches your body.
To identify different types of touch: good, bad, confusing.
To identify feelings that accompany different types of touch.
To identify private body parts.

To learn correct names for private parts.
To differentiate between people who may need to touch private parts (doctors) and people who don't.
To differentiate between strangers and people who are familiar.
To learn where to get help if home alone.
To learn to say "no" to strangers.

Intermediate

To learn the definition of sexual abuse.
To learn the definition of physical abuse.
To learn the definition of emotional abuse.
To learn to say "no" to confusing touch.
To identify subtle ways that people may use to trick kids into accepting confusing touch (bribery, gifts, etc.)
To learn not to keep secrets if abuse occurs.
To learn what to do if someone touches you in a confusing way.
To learn what to do if someone physically or emotionally abuses you.
To learn how to protect oneself if home alone.
To learn to identify feelings associated with abuse.
To identify ways to express feelings associated with abuse.
To recognize that you are not a bad person if someone abuses you.

Junior High

To identify different kinds of drugs.
To differentiate between drugs that may be helpful and drugs that can be addictive.
To identify characteristics of substance abuse.
To differentiate between physical and social uses of tobacco.
To identify the negative effects of smoking.
To identify the negative effects of alcohol.
To learn how to deal with peer pressure related to drinking, smoking and taking drugs.
To identify physical and emotional characteristics of eating disorders.
To identify characteristics of healthy eating.
To learn behaviors which prevent the spread of communicable diseases.
To recognize the consequences of unprotected sexual activity.
To recognize the impact of AIDS and how it is transmitted.

High School

To identify effects of alcohol on driving.
To identify negative consequences of drinking.
To learn assertive behavior in response to peer pressure related to sex, drugs, alcohol.

To identify characteristics of enabling behavior.
To identify effective ways to deal with enabling.
To recognize risks involved in being sexually active.
To learn self-enhancing vs. self-defeating ways to deal with pressure.
To distinguish healthy physical affection from exploitation.
To learn about the concept of date rape.
To identify strategies to deal with date rape.
To identify ways in which AIDS is transmitted.
To recognize negative consequences of anorexia and bulimia.

II. CAREER/VOCATIONAL DEVELOPMENT

A. Attitude Toward Work

Primary

To identify a variety of occupations.
To recognize that both men and women can work at jobs.
To identify what they like about various occupations.
To distinguish between work and play.
To identify characteristics of responsible workers.
To identify skills that are needed in certain jobs.

Intermediate

To recognize the relationship between their attitude toward school work and their attitude towards work.
To identify traits of a dependable worker.
To recognize how work fulfills a person's need for achievement.
To recognize how stereotypical attitudes can influence and/or limit choices people make about work.
To identify characteristics of a productive worker.
To differentiate between work and leisure activities.

Junior High

To learn about work related realities such as layoffs, strikes, horizontal moves and promotions.
To identify pros and cons of various jobs.
To learn to evaluate one's skills in relation to a potential job.
To recognize that work is one of the components of leading a balanced life.
To develop an awareness of the consequences that come as a result of the choices they make about work.
To learn "people skills" which are needed in the work place.

High School

To clarify one's values as they relate to work and leisure.
To identify positive work habits.
To distinguish between realistic and unrealistic expectations about needs that a job can fulfill.
To realistically assess one's potential for particular occupations.
To develop the ability to set short and long term career goals.
To differentiate between positive and negative attitudes towards work and leisure.

B. Employment Seeking Skills

Primary

To discuss facts about the economy.
To identify different jobs within the community.
To recognize relationships of different jobs.
To identify skills of workers.
To develop an awareness of rewards of work.
To discuss information about the economy.

Intermediate

To identify the need for workers in local, state, and national work force.
To recognize the change in supply and demand for workers in different career fields.
To develop awareness of their personal skills in relationship to careers.
To recognize relationship of consumer/producers.
To be aware of technology in the world of work.
To develop awareness of their personal skills in relationship to occupations.

Junior High

To identify changing dynamics of the labor force.
To identify levels of education and training for a variety of career fields.
To develop an awareness of careers, employment, and occupational categories.
To be aware of terms, concepts, and vocabulary related to careers and employments.
To develop skills to choose classes for high school.
To be aware that it is necessary to make a commitment of time and self to be successful in school and a career.

High School

To identify the continuing changing dynamics of the labor force.
To continue developing assessment skills for choosing the most appropriate classes related to career and educational goals.
To identify levels of education and training for a variety of occupations.
To critically assess careers, employment, and educational possibilities.
To develop skills to use and interpret information about career opportunities.
To continue developing and practicing communication skills for interviews and completion of applications and resumes.
To recognize that good preparation for a future career results in personal rewards.
To be aware of the commitment of time and self to be successful in a career.

C. Life Goals

Primary

To identify personal likes, dislikes, interests and abilities.
To identify areas in which they have choices and practice making those choices.
To set daily goals for social, personal, and academic growth.
To identify consequences for behavioral choices and accept responsibility for those choices.
To be aware of the advantages of healthy life styles.

Intermediate

To have knowledge of career clusters and investigate those of personal interest.
To be able to make appropriate behavioral choices which result in a healthy life style.
To identify consequences for behavioral choices and accept responsibility for those choices.
To be aware of the advantages of healthy life styles.
To identify and list short and long term goals.
To recognize that personal life style choices may limit or enhance opportunities available to them in the future.
To set daily goals for social, personal and academic growth.

Junior High

To recognize that life goals are developmental.
To be knowledgeable about the required courses and graduation

requirements are for their school.
To begin to prioritize their interests and identify career categories that model their interests.
To identify a tentative career goal and develop a plan to meet that goal.
To recognize and clarify personal values as they affect goal setting.
To learn to accept personal limitations in setting goals.
To distinguish between realistic and non-realistic goals.
To become familiar with goal achievement by visiting with individuals in specific careers.
To list three-five occupations that model their individual (personal) interests, aptitudes and abilities.
To recognize their aptitudes and abilities and how they relate to goal setting.
To identify courses that develop their special interests and talents.
To make appropriate class selections based upon their educational and career goals.
To become familiar with career information available in the area school.
To recognize the importance of setting goals in achieving desired behavior changes.
To identify minimum education/training requirements necessary to meet the entry level requirements of selected occupations.
To recognize that career goals affect educational goals.
To become familiar with goal achievement by visiting with individuals in specific careers.
To be able to identify three to five occupations that contain their individual (personal) interests, aptitudes and abilities.

High School

To become familiar with goal achievement by visiting with individuals in specific careers.
To have increased understanding of the importance of setting goals in achieving desired behavior changes.
To have increased knowledge and understanding of importance of making appropriate class selections based upon their educational and career goals.
To have increased knowledge of how decisions affect short and long term goals.
To recognize the importance of educational goals by developing a four year educational plan.
To have increased knowledge of, and be able to effectively use career information.
To be able to prioritize their interests and identify career categories that are consistent with their interests.
To be able to distinguish between realistic and non-realistic goals.

To have knowledge of how education/training requirements relate directly to entry level requirements of various careers.
To recognize their interests and abilities and how these relate to goal setting.
To have knowledge of graduation requirements for their school.
To recognize that life goals are developmental and ever changing.
To understand their personal limitations as they set goals.
To recognize and clarify personal values.
To identify tentative career goals and develop plans to meet those goals.
To related career options to course selections.
To identify resources needed in successful decision making related to career, educational, personal goals.
To distinguish the difference between career interests and actual achievement.
To accept responsibility for a decision made--both positive and negative.
To be able to relate how career choice affects other aspects of life style such as social and economic.

D. Leisure

Primary

To demonstrate an awareness of the concept of leisure time.
To understand how to use free time in a positive way.
To recognize how free time is helpful.
To understand how to make appropriate decisions about free time without adult direction.
To recognize ways adults use free time.
To describe why free time is important.

Intermediate

To be able to use leisure time in a positive manner.
To understand how leisure time can make life more enjoyable.
To recognize how leisure time is used to relieve stress.
To be able to describe the difference between work and leisure.
To differentiate between appropriate and inappropriate uses of leisure time.
To be able to make appropriate decision about leisure time without adult direction.

Junior High

To personally identify current individual leisure time choices.
To assess personal leisure time choices in relationship to the life style he/she is considering.

To recognize the relationship between leisure time choices and maintenance of mental, emotional and physical wellness.

High School

To identify the relationship between current leisure time activities and the attainment of future goals.
To recognize the importance of the balance between work and leisure.
To identify leisure activities that enrich one's life.
To determine how to prioritize leisure time activities.
To demonstrate ways that one can expand skills and knowledge through worthy leisure time activities.
To relate learning activities to leisure time opportunities.
To recognize how leisure time activities relate to life career goals.
To understand the balance between work and leisure.

III. EDUCATIONAL DEVELOPMENT

A. Attitude Toward Learning

Primary

To learn to work independently.
To learn to share and work cooperatively on group tasks.
To understand the need for listening and following directions.
To recognize that mistakes are part of the learning process.
To recognize that some learning is a step-by-step process.
To recognize your responsibility in the learning process.
To identify individual differences in learning.

Intermediate

To recognize the value of learning.
To differentiate between the various methods of learning.
To recognize the effort needed in learning.
To develop a positive attitude toward learning.
To recognize opportunities for learning.
To learn to be open to new ideas.

Junior High

To realize that it is acceptable to fail.
To appreciate learning for learning's sake.
To realize that learning is achieved in small sequential steps. Focus on the small step.

To realize that learning can be both active and passive.
To understand that many factors affect learning--positive and negative distractions such as family, peer and other emotional upheavals.
To recognize how peers influence attitude toward learning.
To develop within the student attitudes which will maintain a continued desire to learn.
To understand that learning is enhanced when students have goals.
To identify how learning or not learning can affect your life.
To help students to appreciate and adapt to different teaching styles.
To understand that most learning does not occur without effort.
To recognize that people learn at different rates, ways, and at different levels.
To appreciate that learning is enhanced when students have goals.

High School

To develop within the student attitudes which will maintain a continued desire to learn.
To recognize that people learn at different rates, ways, and at different levels.
To identify how learning or not learning can affect your life.
To appreciate and adapt to different teaching styles.
To understand that learning can be both active and passive.
To realize that learning is achieved in small sequential steps. Focus on the small step.
To appreciate learning for the sake of learning.
To understand that many factors affect learning--positive and negative distractions such as family, peers and other emotional upheavals.
To understand that learning does not occur without effort.
To appreciate that learning is enhanced when students have goals.
To recognize how peers influence attitude toward learning.
To realize that it is acceptable to fail.

B. Skills That Facilitate Learning

Primary

To share and work cooperatively on group tasks.
To demonstrate effective listening skills.
To identify educational experiences they like.
To demonstrate the skill of sharing.
To work independently and complete assignments.
To follow directions.
To describe how making mistakes is a normal part of learning.
To identify learning strengths and weaknesses.

To describe the relationship between learning and effort.
To discuss change and how it affects choices.
To discuss the relationship of present learning to future learning.

Intermediate

To demonstrate an understanding of individual differences in learning.
To implement a plan of action for improving academic skills.
To discuss learning as a life long process.
To assume responsibility for learning.
To accept making mistakes as an important part of learning.
To assess individual strengths and weaknesses in academic skills.
To demonstrate knowledge of the importance of effort in learning.
To plan and implement projects with others.
To understand how changing personal, social and economic needs make continued learning necessary.
To discuss the different factors that influence one's learning.
To accept responsibility for developing one's potential.
To identify academic skills needed in various interest areas.
To describe the importance of academic skills in society.
To discuss how continued learning enhances one's ability to achieve personal and occupational goals.
To utilize educational resources for improving knowledge and skills.
To identify relationships between learning and various careers.

Junior High

To define the relationships of effort and reward in learning.
To understand that basic skills are needed as a basis for success in a wide variety of careers.
To understand the concept of accepting responsibility for developing one's potential.
To assume responsibility for learning.
To understand that success and failure in academic areas are an important aspect of learning.
To identify situations that require life-long learning.
To identify basic skills needed in various interest areas.
To understand the importance of communication, mathematics, economics, science, and technology in society.
To discuss the different factors that influence a person's learning.
To plan and implement projects with others.
To select appropriate school courses that will reflect educational and career interests.
To assess individual strengths and weaknesses in the basic academic disciplines.
To understand what effect a changing society has on careers.

To identify changes in society and occupations as a result of technological progress.

High School

To recognize how continued learning enhances a person's ability to achieve personal and occupational goals.
To know the requirements for entering post secondary education and training programs.
To assess the skills needed to cope with changing job markets.
To understand how changing personal, social and economic needs make continued learning necessary.
To identify advantages and disadvantages of different types of postsecondary educational programs.
To utilize educational resources for improving knowledge and skills.
To relate changing occupations to continued education and study.
To demonstrate effective decision-making skills in the learning process.
To describe the importance of academic skills for achieving desired life style, standard of living, and occupational choices.
To demonstrate independent study habits.
To demonstrate the application of academic skills.
To accept success and failure as a necessary part of planning for life goals.
To locate and utilize available resources for reaching potentials.
To demonstrate ownership of academic motivation.
To relate assessment skills to personal interests.
To demonstrate the ability to determine priorities and to complete learning tasks independently.
To demonstrate knowledge and skills in academic disciplines in planning and achieving goals.
To acquire knowledge of steps required for entrance into postsecondary education/training programs.
To evaluate personal assets and limitations for meeting requirements for postsecondary educational/training programs.
To demonstrate understanding of how education is related to entering the job market.
To formulate educational plans that reflect continued learning directed toward achieving career/vocational goals.
To attain skills to change and adapt to constantly changing requirements for occupations.
To implement necessary steps for making appropriate transition from high school to postsecondary training of world of work.
To analyze and compare his/her achievements to those skills necessary for short-range and long-range planning.

C. Life Long Learning

Primary

To identify specific learning tasks he/she enjoys.
To experience positive, enjoyable learning.
To describe experiences at home, school and community that make learning enjoyable.
To discuss change and how it affects choices.
To develop the concept that life long learning is a part of a career decision.

Intermediate

To understand how social, economic and personal needs make continued learning necessary.
To understand how continued learning is necessary to reach goals.
To become aware of the technological explosion in the world of work.
To develop the concept that change is unavoidable and change requires learning.

Junior High

To explore the world of work.
To identify changes in society and occupations as a result of technological progress.
To understand the shrinking globe and the need to understand current global events.
To develop the concept that life long learning is a part of a career decision.

High School

To understand that learning is life long.
To develop career and vocational plans.
To become aware of the knowledge explosion.
To understand how constant changes in the world of work requires frequent retraining.
To be aware that vocational advancement requires continual learning.
To identify adult learning options.

These competencies were developed by Ann Vernon, Ph.D., Chair of the AACD Task Force on Developmental Counseling and Guidance, 1989-1990. Sources consulted included:

- Student Competencies: A Guide for School Counselors (ASCA Publication)
- Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children (Ann Vernon; Research Press)
- Thinking, Feeling, Behaving: An Emotional Education Curriculum for Adolescents (Ann Vernon; Research Press)
- P.E.P.S: Psychological Education Program for Students (Ann Vernon, Burgess Publishers)
- Up With Students (Ann Vernon; Burgess Publishers)

SAMPLE ROLE DESCRIPTION

Title: Elementary Counselor

Primary Function:

To provide a comprehensive developmental program for all children in elementary schools.

To consult with teachers, parents, and staff to enhance their effectiveness in helping students.

To provide support to other elementary educational programs.

To provide direct counseling support to students through responsive services.

Major Role Responsibilities:

1. Implement the elementary counseling curriculum.
2. Guide individual and groups of students through the development of educational, personal, social or career plans.
3. Counsel individuals and groups of students with problems.
4. Consult with teachers, parents and staff regarding children's needs.
5. Refer children with problems and their parents to special programs, specialists, and outside agencies.
6. Participate in activities which contribute to the effective operation of the school.
7. Plan and evaluate the counseling program.
8. Pursue continuous professional growth.

Illustrative Key Duties:

1. Implement the elementary counseling curriculum:

   Conduct classroom counseling lessons in collaboration with each teacher/classroom and/or systematically conduct developmental counseling groups for each grade level throughout the year.

Consult with and/or provide resources to teachers and parents to facilitate inclusion of counseling curriculum which.

2. Guide individual and groups of students through the development of educational and career exploration:

   Work with teachers and parents in preparation for transitions from one school to another.

   Coordinate work and career awareness activities.

   Facilitate participation in beginning of the year student orientation activities.

   Meet individually with students to facilitate student's self understanding and improvement of their behavior and performance.

   This may include the development of a portfolio system.

   Increases parent participation in the schooling process of their children through special parent activities.

   Encourages student feedback to the school and student active participation in their education.

   Assist students in assessing and interpreting their abilities, interests, skills and achievements.

3. Counsel individuals and small groups of children with problems:

   Conduct structured, goal oriented counseling sessions in systematic response to identified needs of individual or groups of children-- recurrent topics may include academic failure, family issues, child abuse, attendance and/or behavior problems, peer problems, and substance abuse.

4. Consult with teachers, parents and staff regarding children's needs:

   Participate in/conduct conferences with teachers, parents, and students.

   Conduct in-service programs for faculty.

   Act as a resource person for faculty, staff, and parents.

   Conduct or provide opportunities for parent education programs.

   Write articles for parent newsletter.

Assist families with school related problems.

May implement and supervise an advisor/advisee or peer programs for staff or students.

5. Refer children with problems and their parents to special programs, specialists, and outside agencies:

Consult and coordinate with in-school specialist, such as school administrators, licensed school social workers, licensed school nurse and licensed school psychologist, community based mental health professionals, service agencies, and physicians.

6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school:

Provide continuous orientation of staff and community to the developmental counseling program through use of newsletters, local media, school and community presentations.

Serve on departmental curriculum/community committees; interpret group test results to faculty and staff.

Contribute to the school's goals for enhancing education in the building.

Establish effective liaisons with the various staffs.

Act as an advocate for groups and individual students as decisions are made that will affect those students.

Become knowledgeable about community resources, employment opportunities, and the local labor market by periodically visiting local businesses, industry and social service agencies.

7. Plan and evaluate the counseling program:

Annually review, utilizing the Counselor Advisory Group, other staff, and administration, the counseling program content based on student needs and competency statements.

Continue development and updating of counseling curriculum.

Establish the counseling department calendar.

SAMPLE ROLE DESCRIPTION

Title: Middle Level Counselor

Primary Function:

Provide a comprehensive developmental counseling program for middle level students.

Consult with teachers, parents and staff to enhance their effectiveness in helping students.

Provide support to other middle level educational programs.

To provide direct counseling support to students through responsive services.

Major Role Responsibilities:

1. Implement the middle level developmental counseling curriculum.
2. Guide individuals and groups through the process of developing educational and career plans.
3. Counsel individuals and small groups of students with problems.
4. Consult with teachers, parents and staff regarding needs of middle level students.
5. Refer children with problems and their parents to specialist and/or special programs; specialist and outside agencies.
6. Participate in activities which contribute to the effective operation of the school.
7. Plan and evaluate the counseling program.
8. Pursue continuous professional growth.

Illustrative Key Duties:

1. Implement the middle level developmental counseling curriculum:

   Conduct developmental lessons in classroom settings in conjunction with teaching staff.

Evaluate the counseling learning activities as they are implemented.

Conduct follow-up studies and communicated results of evaluations to various publics.

8. Pursue professional growth:

Attend local school inservice and state sponsored staff development offerings.

Join in associations.

Read professional journals.

Become knowledgeable in current issues in education.

Attend relevant workshops and conferences sponsored by professional organizations.

Take post-graduate courses.

Organizational Relationships:

The elementary school counselor is supervised by the district designee, works collaboratively with other counselors and student service staff, and works cooperatively with other school and district staff.

Performance Standards:

An elementary school counselor's performance is considered satisfactory when the counselor performance evaluation form so indicates. The elementary school counselor participates by completing a self evaluation.

2. Guide groups of individual students through the development of educational and career plans:

Provide orientation activities to incoming students.

Guide middle level students in the development of their high school and post high school plans.

Collaborate with the elementary school counselors and high school counselors to effect, respectively, the incoming an outgoing student orientation program.

Coordinate course selection and preregistration of students.

Assist new students entering school after the school year begins with course selection.

Coordinate career interest assessment and interpretation of results.

Coordinate career education activities within curriculum areas under the area of "Learning to Work".

Facilitate student participation in their education process--may continue to work with student's portfolio system of evaluation.

3. Counsel individual and small groups of students with problems:

Conduct structured, goal-oriented counseling sessions in systems response to identified needs of individual or groups of students--recurrent topics include: academic failure, child abuse, attendance problems, family issues, substance abuse, suicide prevention and intervention, behavior problems, peer problems, and pregnancy.

4. Consult with teachers, parents, and staff regarding the needs of middle level students:

Participate in/conduct conferences with teachers, parents, and students.

Conduct inservice programs for faculty.

Act as a resource person for faculty, staff, and parents.

Conduct or provide opportunities for parent education programs.

Write articles for parent newsletter.

Assist families with school related problems.

May implement and supervise an advisory/advisee or peer program for staff or students.

5. Refer students with problems and their parents to special programs, specialists, and outside agencies:

Consult and coordinate with school community specialists, such as licensed school social workers, licensed school nurses, licensed school psychologists, administrators and community based mental health professionals, service agencies and physicians.

6. Participate in activities which contribute to the effective operation of the school:

Provide continuous orientation of staff and community to the developmental counseling program through use of newsletters, local media, school and community presentations.

Serve on departmental curriculum/community committees.

Interpret group test results to faculty and staff.

Contribute to the school's goals for enhancing education in the building.

Establish effective liaisons with the various staffs.

Act as an advocate for groups and individual students as decisions are made that will affect those students.

Become knowledgeable about community resources, employment opportunities, and the local labor market by periodically visiting local businesses, industry and social service agencies.

7. Plan and evaluate the counseling program:

Annually review utilizing the Counselor Advisory Group, other staff, and administration, the counseling program content based on student needs and competency statements.

Continue development and updating of counseling curriculum.

Establish the counseling department calendar.

Evaluate the counseling leaning activities as they are implemented.

Conduct follow-up studies and communicate results of evaluations to various publics.

8. Pursue continuous professional growth:

Attend district sponsored staff development offerings; joining associations.

Read professional journals.

Become knowledgeable in multicultural issues in education.

Attend relevant workshops and conferences sponsored by professionally appropriate organizations.

Take post-graduate courses.

Organizational Relationships:

The middle level counselor is supervised by the district designee, works collaboratively with other counselors and student service staff, and works cooperatively with other school and district staff.

Performance Standards:

A middle level counselor's performance is considered satisfactory when the counselor's performance evaluation form so indicates. The middle level counselor participates in their own evaluation by completing a yearly self evaluation.

SAMPLE ROLE DESCRIPTION

Title: High School Counselor

Primary Function:

To provide, as a member of the Student Services staff, a comprehensive developmental counseling program for all students.

To provide consultation with teachers, staff, and parents to enhance their effectiveness in helping students.

To provide support to other high school educational programs.

To provide direct counseling support to students through responsive services.

Major Role Responsibilities:

1. Implement the high school counseling curriculum.
2. Guide groups and individual students through the development of educational and career plans.
3. Counsel small groups and individual students with problems.
4. Consult with teachers, staff and parents regarding the developmental needs of students.
5. Refer students (as needed) with problems to appropriate community resources.
6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school.
7. Plan and evaluate the building counseling program.
8. Pursue professional growth.

Illustrative Key Duties:

1. Implement the high school counseling curriculum:

   Conduct learning activities in classroom settings with teachers.

Consult with and be a resource person to teachers to facilitate inclusion of counseling curriculum.

2. Guide groups and individual students through the development of educational and career plans:

   Provide orientation activities for students new to the school.

   Participate in orientation programs for incoming 9th grade students.

   Guide 9th and 10th grade students in the updating of their high school and post high school plans, keeping options open for various post secondary opportunities.

   Guide 11th and 12th grade students in evaluating their current status, planning their academic progress toward graduation and post secondary opportunities; perhaps continuing portfolio evaluation with the student.

   Guide 12th grades to help them develop and take appropriate steps towards implementing their post high school education/career plans.

   Coordinate educational placement.

   Collaborate with middle school counselors to effect the educational placement of 8th grade students.

   Assist students new to the district with course selection at the time of registration.

   Interpret standardized test results and information to students, parents and teachers.

   Guide groups and individual students in the application of test results and information to their educational and career plans.

   Interpret results of college entrance test/career assessment to groups of students.

   Guide all students to develop career/vocational plans through the teaching or supervision of career education activities.

   Provide a mechanism for the systematic and efficient dissemination of current, accurate information needed by individual students and parents as they develop their educational and career plans.

   Inform students and parents of financial aid possibilities.

3. Counsel small groups and individual students with problems:

   Conduct structured, goal-oriented counseling sessions in systematic response to identified needs of individuals or groups of students. Topics at the high school level may include academic failure, attendance and behavior problems, peer problems, family issues, child substance abuse, suicide threats and attempts, sexuality issues, etc.

4. Consult with teachers, staff and parents regarding the developmental needs of students:

   Participate in/conduct conferences with teachers, parents, and students; conduct in-service programs for faculty.

   Act as a resource person for faculty, staff and parents.

   Conduct or provide opportunities for parent educational programs.

   Write articles for parent newsletter.

   Assist families with school related problems.

   May implement and supervise an advisor/advisee or peer program for staff or students.

5. Refer children with problems and their parents to special programs, specialists, and outside agencies:

   Consult and coordinate with in-school specialist such as school administrators, licensed school social workers, licensed school nurse, licensed school psychologist, community based mental health professionals, service agencies and physicians.

6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school:

   Provide continuous orientation of staff and community to the developmental counseling program through use of newsletters, local media, school and community presentations.

   Serve on departmental curriculum/community committees.

   Interpret group test results to faculty and staff.

   Contribute to the school's goals for enhancing education in the building.

Establish effective liaisons with the various staffs.

Act as an advocate for groups and individual students as decisions are made that will affect those students.

Become knowledgeable about community resources, employment opportunities, and the local labor market by periodically visiting local businesses, industry and social services agencies.

7. Plan and evaluate the building counseling program:

Annually review, utilizing the Counselor Advisory Group, other staff, and administration, the counseling program content based on student needs and competency statements.

Establish the counseling department calendar.

Evaluate the counseling learning activities as they are implemented.

Conduct follow-up studies and communicate results of evaluations to various publics.

8. Pursue professional growth:

Attend state and local sponsored staff development offerings; join associations.

Read professional journals.

Become knowledgeable in current issues in education.

Attend relevant workshops and conferences sponsored by professional organizations.

Organizational Relationships:

The high school level counselor is supervised by the district designee, works collaboratively with other counselors and counseling staff, and works cooperatively with other student service personnel and school staff.

Performance Standards:

A high school level counselor's performance is considered satisfactory when the counselor's performance evaluation form so indicates. The high school level counselor participates in performance evaluation by completing a self-evaluation.

ROLE OF THE ADMINISTRATOR

School administrators need to be very involved in the delivery of a developmental school counseling program. It is the responsibility of the administration to be informed about the program and to approve and support the local plan to implement the program.

In addition, the following kinds of administrative support are needed:

1. Commitment to staff: The administration provides written and oral support of the counseling program to all staff.

2. Time: The administration provides counselors time to implement the counseling program, adequate time to inform the school staff and community about the developmental counseling program and how it will be implemented. This may entail the deleting of noncounseling administrative duties and paper work that has been previously assigned.

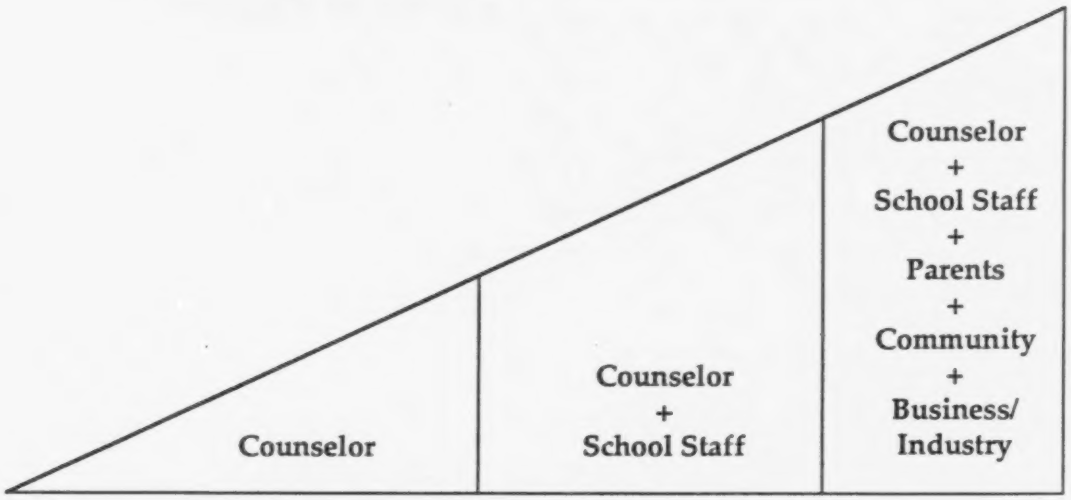
3. Facilities: The administration makes available appropriate facilities to implement the developmental counseling program, to accommodate individual, small group and classroom activities.

4. Budget: The administration provides budget based on identified counseling needs that allows for the purchase of resources and training to implement the developmental counseling program.

5. Program evaluation: It is the responsibility of the administration to evaluate the developmental counseling program.

6. Performance-based evaluation: It is the responsibility of the administration to routinely evaluate each counselor. Suggested performance-based evaluation forms are available for local adaptation.

Resource Organization and Management


Counselor
Counselor
+
School Staff
Counselor
+
School Staff
+
Parents
+
Community
+
Business/
Industry

Adapted from Wisconsin Department of Education

Involvement of Others as Resources

	Supportive	Participative	Interdependent
School Board Member	Recognizes the model which requires that counseling be available to all K-12 students.	Provides adequate financial support for the program in such areas as personnel, staff development, clerical support, and materials.	Supports policies for delivering the counseling program as an integral part of the total educational process so that all of students' development needs are met.
District Administrator	Understands the counseling needs of school populations. Establishes and reviews counselor job descriptions in the context of developmental counseling.	Works with the school board, faculty, administrative staff, and community to secure support for develpmental counseling. Insures that the counseling staff is represented on the district administrative council.	Views all school personnel as having a part to play in an articulated developmental counseling program. Provides leadership for an active, ongoing counseling program. Requires responsibility and evaluation of the progress toward goals, objectives, and developmental student outcomes.
Principal	Establishes a positive climate for implementing the counseling program. Recruits qualified personnel and provides them with the necessary facilities, time, equipment, and clerical staff. Assists with a public relations program that will emphasize counseling as an integral part of the total school program.	Works closely with the counseling staff to plan, implement, and evaluate the program. Uses the counseling staff to plan, inservice, evaluation, or assessment of the counseling program. Encourages parents, community members, and business and industry representatives to participate in the education system. Assures that the counseling program staff is relieved of excessive clerical and nondevelopmental counseling duties.	Encourages staff members to upgrade skills and knowledge for implementing counseling program. Encourages counselor to assume managerial role to facilitate the establishment of a developmental program. Monitors program effectiveness for the goals, objectives, and developmental student outcomes.
Director of Curriculum	Infuses developmental counseling awareness through curriculum. Facilitates identification of other disciplines with like student proficiencies.	Coordinates the program with other district disciplines.	Works with counseling staff to plan, implement, and evaluate the comprehensive developmental counseling program.
	Level I	**Level II**	**Level III**

	Supportive	Participative	Interdependent
Director of Guidance	Provides the district administrator and school board with information on funding, personnel, program, and evaluation needs. Promotes professional growth of all counseling personnel.	Establishes a systematic approach to making counseling available to K-12. Seeks and maintains cooperative working relationships with all personnel whose roles and responsibilities affect the development and implementation of the counseling program. Provides leadership for development of appropriate implementation plans. Coordinates regular, planned meetings where counselors share information, consult on specific problems, and develop and refine systemwide programs.	Works with administration and supervisory staff to plan and develop the K-12 counseling curricula. Assigns staff and coordinates all curricular guidance activities, coordinates the counseling program and the resources provided by teachers, parents, and others. Promotes a comprehensive student services mode delivery system.
Psychologist Social Worker School Nurse Student Assistance Program At-Risk Student Personnel	Coordinate referrals to other service providers. Communicate regularly on district student service programs.	Work with the counseling staff to provide summary information to school/ community about "at-risk" students and assist with programming designed to reduce those risks. Utilize a comprehensive student services team approach to coordinating programs and services for students in crisis.	Involved in planning, implementing, and evaluating the program so that all students receive systematic counseling based on learning to learn, learning to live, learning to work.
Vocational Education Teachers	Assist vocational education students to achieve specific vocational competencies which will enable them to gain entry into an occupational or postsecondary setting.	Work cooperatively with counselors to pride employment counseling, placement, and follow-up services for students enrolled in vocational courses and cooperative programs.	Work with counselors and entire staff to ensure that all students receive instruction or information on occupations, employability skills, current job market, and interviewing techniques.
	Level I	**Level II**	**Level III**

	Supportive	Participative	Interdependent
Local Coordinator	Coordinates vocational programming and federal funding for education/ career counseling.	Coordinates vocational curriculum offerings with the program.	Participates in planning, implementing, and evaluating the guidance program.
Special Education Staff	Coordinates the assessment of students for possible placement in special education program. Coordinates response to career guidance needs of special ed students with counselor.	Coordinate the development of individualized education programs to include counseling.	Work cooperatively with the counseling staff to provide information and suggest management strategies the regular classroom teachers can use.
Teachers	Refer students to counselor for assistance. Create positive, interactive relationships with students and provide a primary basis for intellectual, social, and emotional growth.	Request assistance from counselor to plan and implement activities in academic and vocational curriculums.	Recognize the value of developmental guidance. Use subject areas to assist students in developing living, working, and learning competencies. Work as team members to plan and implement counseling activities essential to the overall development of students.
Business and Industry Representatives	Provide speakers, field trip opportunities, and school demonstrations to increase student knowledge of the work world in their community.	Provide information and opportunities for students to participate in co-op programs, job-shadowing, and work experience. Encourage and participate in student organizations.	Provide up-to-date labor market information, co-op apprenticeship sites, and mentorships for all students.
Parents	Provide support for children through participation in parent conferences, school activities, and volunteerism. Work with teachers and counselors to support their children's learning to learn, live, and work.	Participate in school curricular, extracurricular, and counseling activities serving their children. Promoting counseling as an important part of education.	Participate on the counseling committee that will facilitate implementation of the program. Serve as mentors and models for classes.
Community Service Agencies	Establish communication and referral channels.	Provide information on services available to students and families.	Participate in planning and implementaion of a counseling program that includes services and activities provided by the community agencies.
	Level I	**Level II**	**Level III**

Suggested Local District Process

1 School district steering committee is etablished.

2 Steering committee learns about counseling model and implementation process.

3 Steering committee returns to local district and established school/ community advisory committee.

4 Committee begins local planning effort by assessing current counseling program and available school/community resources.

5 Committee examines current program to determine "fit" between it and levels of resource organization and management.

6 Committee determines necessary new or reallocated resources needed for implementation.

7 Committee establishes timeline for transition from current status to comprehensive developmental counseling program.

8 Implementation plan is taken to school board for approval.

9 Committee remains intact as a resource coordination and program evaluation group.

PROGRAM EVALUATION

A. Advantages and Benefits of Evaluation

1. Understanding the nature of a program and making meaningful interpretation of the services to society.
2. Providing opportunities for valid judgement for improvements.
3. Being able to identify students with unmet needs.
4. Selecting activities and methods on basis of demonstrated success.
5. Increasing counselor growth.
6. Being able to devise shortcuts for routine operations.
7. Increasing individual competence through self-evaluation.
8. Receiving feedback on the effectiveness of work.
9. Having data to aid in improving program by increasing staffing.
10. Providing services within the educational system which meets needs of the individuals in the system.
11. Helps interpret the guidance program for parents, community, board members, etc.

B. Program Evaluation Includes:

1. Total program.
2. The counselor.
3. Classroom guidance.
4. Special workshops or programs.
5. Small groups.
6. Overall guidance activities.

SAMPLE PROGRAM EVALUATION SELF-STUDY

GUIDANCE DEPARTMENT STAFF:

____
____
____
____
____
____
____
____

I. Description of School, Community & Guidance Program

Current Enrollment: ____________

# Students/Grade Level:

GRADE	NUMBER
______	______
______	______
______	______
______	______
______	______

Generalization of socio-economic status of student body:

____

Ethinic composition of student body by percentage:

Black ________
Hispanic ________
Other ________
White ________

Generalization of educational level of students (based on school summary report of standardized test results:

Achievement: ______________________________________
Abilities: ______________________________________

# Faculty: __________

Other specialists available to students: ____________________

____

____

Definition of counselor caseload:
# Counselors: ____________
# Counselees per counselor: ________________________________
____
____
____

Counselors' caseload assignments:
____
____
____
____

The balance for the delivery of the comprehensive guidance program for the 19-- school year was as follows (by percentages):

Component	Percentage
Guidance Curriculum	________
Individual Planning	________
Responsive Services	________
System Support	________

II. Structural Components: Program Philosophy & Planning

Description

1. The program is based on an assessment of student needs. na 1 2 3 4 5
2. The program is based on an assessment of community needs. na 1 2 3 4 5
3. The philosophy of the program is written and includes rationale, assumptions and definition. na 1 2 3 4 5
4. The priorities for students skill development have been established for each grade level. na 1 2 3 4 5
5. The program had a yearly plan which, for the most part, was followed. na 1 2 3 4 5
6. There is a Guidance Advisory Committee. na 1 2 3 4 5
7. The program is evaluated annually. na 1 2 3 4 5

Evaluation of this subpart:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for improvement of this subpart:

1. Short range goals:

2. Long range goals:

3. Seemingly unattainable goals:

III. Psychological Education

Description

1. All students are assisted in a systematic way to develop knowledge, understanding and skills identified as necessary to enhance their personal, social, career and educational development. na 1 2 3 4 5
2. Developmentally appropriate student outcomes are specified for each grade level. na 1 2 3 4 5
3. Outcome selection is based on an assessment of student needs for guidance instruction. na 1 2 3 4 5
4. The guidance curriculum is taught to class sized groups of students. na 1 2 3 4 5
5. Teachers are augmenting guidance instruction by infusing guidance curricula into their regular curriculum. na 1 2 3 4 5
6. Guidance lessons are taught, upon teacher request, in conjunction with the teachers' goals for a particular unit/subject. na 1 2 3 4 5
7. The facilities and equipment used to conduct guidance curriculum activities are adequate. na 1 2 3 4 5
8. Sufficient materials are available to support the guidance curriculum. na 1 2 3 4 5
9. Student learnings from particular lessons/units are assessed systematically. na 1 2 3 4 5
10. Effectiveness of the guidance curriculum provided for each grade level is evaluated annually. na 1 2 3 4 5

Evaluation of this subpart:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for improvement of this subpart:

1. Short range goals:

2. Long range goals:

3. Seemingly unattainable goals:

IV. Educational Planning

Description

1. All students are provided information and assisted in applying the skills necessary to make plans and to take the next appropriate steps toward their established goals. na 1 2 3 4 5

2. The priority for the component, as indicated by the time spent by the counselor(s) and the activities provided, is to assist students to complete successfully their elementary/middle/high school education. na 1 2 3 4 5

3. Individual planning activities are preceded by pertinent guidance instruction. na 1 2 3 4 5

4. There is a systematic approach to helping students use their educational opportunities in school well through an effective orientation program. na 1 2 3 4 5

5. There is a systematic approach to helping students plan/prepare for personally satisfying and socially useful lives by helping them make appropriate educational plans. na 1 2 3 4 5

6. There is a systematic approach to helping students make wise choices during pre-registration, including helping them be aware of their possible choices. na 1 2 3 4 5

7. There is a systematic approach to helping students understand and respect themselves through effective interpretation of standardized and individual test results. na 1 2 3 4 5

8. There is a systematic approach to helping students plan/prepare for personally satisfying/socially useful lives through career/vocational planning. na 1 2 3 4 5

9. Individual planning activities are implemented through effective use of:
   a. large groups na 1 2 3 4 5
   b. medium (class)-sized groups na 1 2 3 4 5
   c. small groups na 1 2 3 4 5
   d. individual conferences na 1 2 3 4 5

10. Accurate and attractive printed information is distributed to support the individual planning efforts of students and their parents. na 1 2 3 4 5

11. The facilities and equipment available for conducting individual planning activities are adequate. na 1 2 3 4 5

12. The materials available to support implementation of the individual planning activities are effective. na 1 2 3 4 5

13. Student learnings resultant from individual planning activities are assessed regularly. na 1 2 3 4 5

14. The effectiveness of the individual planning system activities for each grade level is evaluated annually. na 1 2 3 4 5

Evaluation of this subpart:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for improvement of this subpart:

1. Short range goals:

2. Long range goals:

3. Seemingly unattainable goal:

V. Responsive Services

Description

1. Students in need are assisted in solving immediate problems that interfere with their healthy personal, social career and/or educational development. na 1 2 3 4 5

2. A balance of service is maintained for students with preventive and remedial level needs. na 1 2 3 4 5

3. There is systematic provision of responsive services as follows:
    a. group counseling na 1 2 3 4 5
    b. individual counseling na 1 2 3 4 5

c. staff consultation na 1 2 3 4 5
d. parent consultation na 1 2 3 4 5
e. referral to other specialists na 1 2 3 4 5

4. Services are provided on the basis of assessed student needs. na 1 2 3 4 5

5. The guidance department maintains an adequate list of referral resources. na 1 2 3 4 5

6. Counselors are readily accessible to students with problems. na 1 2 3 4 5

7. The facilities and equipment available for conducting responsive services are adeqaute. na 1 2 3 4 5

8. The materials available to support implementation of the responsive service activities are effective. na 1 2 3 4 5

9. Student growth resultant from responsive services activities are assessed regularly. na 1 2 3 4 5

10. The effectiveness of the responsive services activities is evaluated annually. na 1 2 3 4 5

Evaluation of this subpart:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for improvement of this subpart:

1. Short range goals:

2. Long range goals:

3. Seemingly unattainable goals:

VI. Program Management

Description

1. Administrative procedures encourage appropriate use of the counselor(s)' special skills. na 1 2 3 4 5

2. Counselor involvement in non-guidance and counseling activities is streamlined. na 1 2 3 4 5

3. On-campus communication mechanisms are established which facilitate collaboration between the guidance department and administration. na 1 2 3 4 5

4. On-campus comunication mechanisms are established which facilitate collaboration between the guidance department and the instructional departments. na 1 2 3 4 5

5. Counselor(s) is/are encouraged to utilize professional growth opportunities. na 1 2 3 4 5

6. Guidance department paraprofessional staff provide needed support to counseling staff. na 1 2 3 4 5

7. Time is provided for guidance program/ activity planning and evaluation. na 1 2 3 4 5

8. A reasonable budget is appropriated to the guidance department by the campus administration. na 1 2 3 4 5

9. Facilities and equipment are available and adequate for effective implementation of the program. na 1 2 3 4 5

10. Counselor(s) is/are provided sufficient access to students so that time is na 1 2 3 4 5

available to implement effective guidance and counseling activities.

11. Opportunities are provided and taken for counselor(s) to explain the guidance and counseling program to the staff. na 1 2 3 4 5

12. Opportunities are provided and taken for counselor(s) to explain the guidance and counseling program to the community. na 1 2 3 4 5

Evaluation of this subpart:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for improvement of this subpart:

1. Short range goals:

2. Long range goals:

3. Seemingly unattainable goals:

SUMMARY OF GUIDANCE PROGRAM EVALUATION – SELF STUDY

Major Strengths Prioritized

Prioritized List of Items in Greatest Need of Strengthening

Plans for Improvement Prioritized

Long Range Goals

Short Range Goals

Seemingly Unattainable Goals

SAMPLE COUNSELOR PERFORMANCE EVALUATION*

Counselor's Name ______________________ School Year ________

School ______________________________________

Counseling Position/Special Assignments ______________________

Date of Evaluation From ____________ To ____________
(Month/Year) (Month/Year)

Pre-Evaluation Conference ______________________

	Dates	Type of Activity
Observations	________	Individual Counseling
	________	Small Group Counseling
	________	Classroom Guidance
	________	Group Guidance
	________	Staffings
	________	Parent Conference
	________	Orientation
	________	Testing
	________	Other: ________

Evaluation Conference: ______________________

Primary Evaluator: ______________________

*Throughout this evaluation, any category found to be not applicable shall be left blank.

	Satisfactory	Needs Improvement	Unsatisfactory
I. Personal Qualities A. Is warm and approachable.			
B. Is adaptable and flexible.			
C. Is consistent, reliable, and dependable.			
D. Balances objectivity and subjectivity in his/her relations with others.			
E. Exhibits self-confidence, self-respect, and professionalism.			
F. Demonstrates enthusiasm and physical stamina.			

Comments:

II. Program/Organizational Skills A. Demonstrates the effective use of the District Comprehensive Guidance Program.			
B. Uses time management for efficient and effective performance of guidance and counseling services.			
C. Selects appropriate variety of materials for a well-balanced guidance program.			
D. Makes staff, students, and community aware of the content and purposes of guidance services.			

Comments:

III. Counselor Performance A. Accepts all students for who they are, respects students' concerns, and listens well.			
B. Respects confidentiality of student information.			
C. Facilitates student behavioral change.			

		Satis-factory	Needs Improve-ment	Unsatis-factory
D.	Demonstrates ethical and professional practices in working with students, parents, staff, community.			
E.	Works cooperatively with staff in carrying out the guidance program.			
F.	Provides prompt and accurate resource service and follow-up to students, parents, and staff.			
G.	Assists teachers in identifying, understanding, and helping students with special abilities/needs.			
H.	Establishes positive climate in parent conferences.			
I.	Assists with the interpretation of school programs and policies to parents and community.			
J.	Serves as an effective liaison with community agencies and pupil services.			
K.	Demonstrates effective communication skills, both written and oral.			

Comments:

IV.	Professional Growth			
A.	Attends courses, workshops, seminars, and inservice			
B.	Demonstrates knowledge of counseling theories, child/adolescent psychology, and current research in the field.			
C.	Maintains current awareness of effective guidance and counseling practices and materials.			
D.	Is receptive to innovative and new ideas/practices/methods.			
E.	Reads current professional literature.			

Comments:

Summary of performance and recommendations.

See addendum sheets for Planned Program for Improvement.

*****

SUMMARY OF THIS EVALUATION

____	Satisfactory	____	Reappointed
____	Needs Improvement	____	Conditionally Reappointed (Will include Planned Program for Improvement)
		____	To be re-evaluated
		____	On Probation
____	Unsatisfactory	____	Not Reappointed

*****

Signature of Primary Evaluator

Signature of Counselor

Date

Date

Director of Education

Director of Personnel

*The counselor's signature indicates that the counselor and evaluator have discussed this report together. It does not mean that the counselor and evaluator agree with all ratings or remarks contained herein.

COUNSELOR EVALUATION FORM

Counselor ______________________________ Date ______________

Evaluated by ___________________________ Title ______________

School ____

PERFORMANCE:

(E)	EXCELLENT	- Performance in specific category which consistently exceeds the satisfactory level.
(S)	SATISFACTORY	- Performance in a specific category which is consistently acceptable.
(N)	NEEDS IMPROVEMENT	- Performance in a specific category which contains weaknesses needing correction.
(U)	UNSATISFACTORY	- Performance in a specific category which is unacceptable.

Place a check mark (√) in the space provided under the appropriate heading.

Section A - Personal Characteristics

The counselor:

E	S	N	U

1. Has suitable physical and mental qualities:
   Uses common sense and good judgement.
   Has wide knowledge and experience; variety of interests.
   Has pleasant voice and uses good English.

E	S	N	U

2. Has suitable personality and social qualities:
   Is consistent, reliable, dependable.
   Is objective in his/her relations with others.
   Has self-confidence and self-respect.

COMMENTS ON SECTION A:

Section B - Counselor-Staff Relationships

The counselor:

	E	S	N	U
1. Is loyal to program and policies adopted by the school.				
2. Can see his/her role in relation to the whole school.				
3. Strives to maintain good relationships with administrators, teachers, office workers, custodians.				
4. Does not violate confidences of administrator or staff.				
5. Is able to maintain a leadership role in guidance field without professional threat to others.				
6. Renders prompt and accurate reports, and "feedback" to teachers.				
7. Serves on appropriate committees and special assignments commensurate with time assigned to building.				
8. Keeps working hours equal to that of the instructional staff.				

COMMENTS ON SECTION B:

Section C - Counselor Student Relationships

The counselor:

	E	S	N	U
1. Respects and protects confidences of students and parents.				
2. Genuinely likes children and enjoys working with elementary age students.				
3. Is accepted by youth and students seek his/her services.				
4. Can accept pupils regardless of ability, achievement, behavior or attitude, gender, race or national origin.				
5. Allows students to discover and develop themselves; has no personal need to control situations.				
6. Can deal with student problems with patience and objectivity.				
7. Is fair, and willing to listen and consider viewpoints of students.				
8. Is friendly with students, but able to maintain a professional relationship with them.				

COMMENTS ON SECTION C:

Section D - Organizational and Administrative Ability in Guidance

The counselor:

1. Organizes the program effectively and adapts his/her counseling to the needs of groups and of individuals:
   Checks and frequently evaluates with counselees their accomplishments, and progress.
   Assists teachers in their efforts to provide opportunities for pupil participation and leadership.
2. Recognizes that all youngsters have guidance needs but takes account of individual differences in these needs through:
   Efficient use of records and information systematically gathered from teachers, resource personnel, outside agencies and others.
3. Handles routine matters effectively and efficiently.

E	S	N	U

COMMENTS ON SECTION D:

Section E - Skills in Guidance

The counselor:

1. Provides for individual and group needs through:
   Understanding human behavior, and social and emotional needs.
   Preparation and organization of materials.
   Evaluation of pupil goals and progress.
2. Provides for individual differences through:
   Use of appropriate counseling tools and techniques.
   Use of counseling aids: Audio-visual, testing, etc.
   Encouraging student participation in activities.
3. Shows competency and effectiveness in area of assignment by:
   Understanding objectives and content of school program.
   Understanding and enjoying the age group counseled.
   Being able to secure pupil participation in counseling.
4. Knows counseling and guidance concepts and techniques as applied to counselees' problems of personal adjustment.
5. Is able to interpret tests and measurements and occupational information to students.

E	S	N	U

	E	S	N	U
6. Knows how to use community resources effectively.				

COMMENTS ON SECTION E:

Section F - General School Services

The Counselor:

	E	S	N	U
1. Aids the administrator in developing and maintaining good student morale.				
2. Is willing to correct students in appropriate situations.				

COMMENTS ON SECTION F:

Section G - Professional Growth

The counselor:

	E	S	N	U
1. Is professionally prepared for assignment.				
2. Participates in professional activities such as workshops, meetings, summer school, etc.				
3. Keeps abreast of professional literature.				
4. Seeks and accepts help from administrators and supervisors.				

COMMENTS ON SECTION G:

Section H - Counselor-Community Relations

The counselor:

	E	S	N	U
1. Works well with parents.				
2. Is concerned with programs for furthering good public relations.				
3. Participates in PTA or other parent activities.				

COMMENTS ON SECTION H:

This form should be completed in triplicate and signed by the counselor and the evaluator(s). One copy should be given to the counselor, one copy retained by the evaluator, and the original forwarded to the Personnel Office.

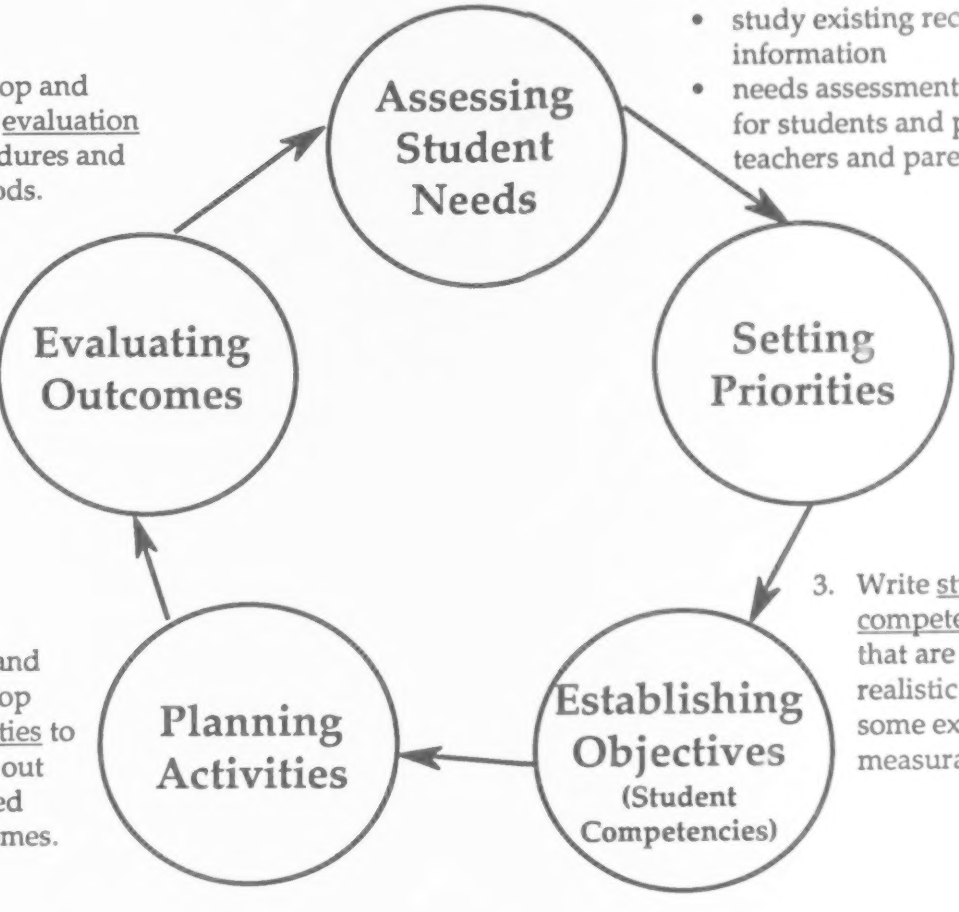
SIGNATURES (Signature indicates completion of the conference):

Counselor ____________________ Date __________

Principal
or Designee ____________________ Date __________

EVALUATION OF THE COUNSELING PROGRAM

Procedure: Counselors should have major responsibility for designing, developing, and ultimately evaluating the counseling program, but administrators, students, and to some extent, teachers and parents also play an important role in the process.


Assessing Student Needs
Setting Priorities
Establishing Objectives (Student Competencies)
Planning Activities
Evaluating Outcomes

1. Examine the overall philosophy and goals of the school, and formulate some broad goals for the counseling program.
2. Make an assessment of over-all needs:
   - study preset guidance services
   - talk to students
   - study existing records and information
   - needs assessment surveys for students and possibly teachers and parents
3. Write student competencies that are realistic and to some extent, measurable.
4. Plan and develop activities to carry out desired outcomes.
5. Develop and select evaluation procedures and methods.

SENIOR HIGH SCHOOL STUDENT ASSESSMENT OF COUNSELING PROGRAM

GRADE ____ MALE ____ FEMALE ____

You are asked to indicate your frank and honest answers to the following questions in order to find out in what ways the school can be of greater value to you and the students who will follow you. You do not need to sign your name.

In what ways did you use the counseling services? (Check one or more)

__ Voc-Tech School Info.
__ College & University Info.
__ Teacher Conflicts
__ Test Interpretation
__ H.S. Course Selection
__ Personal-Social Concerns
__ Academic Grades
__ Military Information
__ Small Group Counseling
__ Individual Counseling
__ Career Information
__ Not at all

	Yes, the counselor helped me	I received help from someone else	I didn't want/need help in this area	I wanted help, but didn't get it
1. Did you receive information about the various careers you have considered?	(1) ___	(2) ___	(3) ___	(4) ___
2. Have you been helped to plan the courses and activities you need and want to take since you have been in this school?	(1) ___	(2) ___	(3) ___	(4) ___
3. Have you received any assistance in examining your personal goals, interests, values, and attitudes?	(1) ___	(2) ___	(3) ___	(4) ___
4. Have you received help in making important decisions while in school?	(1) ___	(2) ___	(3) ___	(4) ___
5. Have you received help in planning for education after high school?	(1) ___	(2) ___	(3) ___	(4) ___
6. Prior to beginning ninth grade, did you receive help planning your high school program?	(1) ___	(2) ___	(3) ___	(4) ___
7. Have you received help with your personal and social concerns while in school?	(1) ___	(2) ___	(3) ___	(4) ___

8. Did you have an opportunity to participate in any form of small group discussion? ____Yes ___No
(If yes, what was the type of group?)

9. Please describe what you think are the strong points of the guidance program. You may use the back of this sheet for more space.

10. Do you have suggestions for improving the guidance program? (What services or activities would you like to see added?) Please comment on the back of this sheet.

11. If you have any other comments about the guidance program as you have observed it since you have been at this school, please do so on the back of this sheet.

ASSESSING STUDENT NEEDS

Definition of Needs

Need is defined as the discrepancy between a current status and a desired status. Need is not necessarily an indication of an ill to be remedied, but rather a direction in which an individual wishes to move. Everyone has needs which change as they progress through the various stages of human development. During the school years, needs are focused on the development of an adequate self-concept, the development of appropriate interpersonal relationships, the development of functional life skills, and preparation for further education and entering the world of work.

If a school is to function effectively and if the staff is to have an impact on the lives of students, energies and efforts must be directed toward the needs of students. To determine these specific needs and the degree to which students feel these needs, the administration of a needs assessment survey is very helpful.

Considerations in Assessing Student Needs

1. Why conduct a needs assessment survey?
   a. To help in setting priorities, planning and implementation of the guidance program.
   b. For accountability in determining what counselors should do and how it should be done.
   c. To assist in the evaluation of the present effectiveness of the guidance program.
   d. To plan for the following year regarding program components, materials needed, changes needed, etc.
   e. To justify potential expansion of the program, or adding staff, especially in light of the declining enrollment and shortage of money by school districts.
   f. For articulation of the counselor's role to students, parents, administration, school board and community.

2. What questions can be answered by a needs assessment survey?
   a. What are students' needs?
   b. To what degree are these needs being met?
   c. What are the most important priorities of the guidance department?
   d. How can the program be changed or modified to meet the students' needs?

e. What are teacher, administrator, or parent perceptions of the guidance developmental needs of students and the program offered to students.

The following are examples of needs assessment instruments for various grade levels. One instrument is included for seeking teacher and administrator perceptions of student needs. These instruments are only intended to be examples and the use of a local district advisory committee would be encouraged to examine them and adapt them to meet local goals and needs.

The first instrument is entitled **WHAT DO YOU THINK?** It was developed primarily for use with primary grade level students. It is probably best to read the items to very young students.

The second instrument entitled **CONCERNS I HAVE** was developed for use with students in the intermediate grades (perhaps 4-6).

The third instrument entitled **STUDENT CONCERNS QUESTIONNAIRE** was developed for use with students in grades 6-9, but could be used with senior high students also.

The fourth instrument entitled **ACT STUDENT NEEDS ASSESSMENT SURVEY** was developed for use with students in grades 9-12. A new revision of this assessment will be available in late Fall 1992. More information on how to order and score this ACT published instrument may be received by contacting:

ACT
P. O. Box 168
Iowa City, IA 52243

The fifth instrument entitled **TEACHER-ADMINISTRATOR-COUNSELOR SURVEY** was developed for use with teachers, administrators and counselors of middle school students. It may also be used with high school staff. A variation could be developed for staff of primary and intermediate students. A similar instrument might also be used to assess parent perceptions of youth at each level of education.

WHAT DO YOU THINK?

1. School is too strict.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
2. I am afraid to talk in class in front of the other kids.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
3. I think other boys and girls are better than me.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
4. I wish I could tell others how I feel.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
5. Other kids don't listen to me.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
6. I am afraid of failing in my school work.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
7. I wish my parents understood me better.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
8. I often feel lonesome.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○

9. I wish I felt better about myself.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
10. I wish I had more friends.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
11. I feel like giving up in school.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
12. I get in fights too often.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
13. Other kids don't think that I am a good worker in school.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
14. I would like to change the way I look.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
15. I would like to know why people get mad at me.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
16. School is boring for me.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
17. I think my parents are worried about me.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○

18. I don't like school very much.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
19. My feelings are too easily hurt.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
20. I am afraid of making mistakes.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
21. I can't get along with my brother/ sister.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
22. I need to learn how to make friends.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
23. Most kids are better liked than I am.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
24. I am not doing as well in school as I can.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
25. I am afraid of making mistakes.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
26. The kids in school pick on me.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○

27. I seldom have fun with my family.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
28. To me the thought of death is frightening.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
29. My parents expect too much of me.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
30. I wish my parents wouldn't get mad at me so much.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
31. School is never fun.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
32. I'd like to be a better listener.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
33. Other students are mean to me.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○
34. It bothers me that my parents are divorced.	I often think about this. ☐	I sometimes think about this. ☐	I never think about this. ○

Name ______________________________ Grade __________ Date ________________

CONCERNS I HAVE

Please check the box that is most like how you feel about each item.

1. If it is a big concern or you worry about it a lot, check the first box.
2. If it is a medium concern, check the second box.
3. If it is a concern, but a little one, check the third box.
4. If it is not a concern for you, check the last box.

CONCERNS I HAVE	A big concern for me	Sometimes a concern for me	A small concern for me	Not a concern for me
1. I wish I could talk more in a group.				
2. Other boys and girls are better than me.				
3. Other kids don't listen to me.				
4. Other kids make fun of my school work.				
5. I often feel lonesome.				
6. I wish I could tell others how I feel.				
7. I am afraid of failing in my school work.				
8. I wish my parents understood me better.				
9. I wish I felt better about myself.				
10. I don't know what I want to do for a job or career.				
11. I wish I had more friends.				
12. I don't feel comfortable in my class.				
13. I worry about many things.				
14. It is hard for me to talk about my problems.				
15. I get in fights too often.				
16. Other kids in class don't think I am a good worker.				
17. It bothers me that my parents are divorced.				
18. I would like to change many things about myself.				
19. I need to know more about a job or career.				
20. Most people don't understand me.				
21. I am/was worried about going into junior high.				
22. I wish I were not so overweight/underweight. (Underline one if it is a problem.)				
23. I wish I were not so tall/short. (Underline one if it is a problem)				

CONCERNS I HAVE	A big concern for me	Sometimes a concern for me	A small concern for me	Not a concern for me
24. I would like to know why people get mad at me.				
25. School is boring for me.				
26. I need to talk to someone about my family.				
27. I don't like being so clumsy and awkward.				
28. I'd like to be a better listener in school.				
29. I often feel like giving up in school.				
30. My feelings are too easily hurt.				
31. I am afraid of making mistakes.				
32. I need to know how to get a part time job when I'm older.				
33. I need to learn how to make friends.				
34. I wish my teachers were friendlier.				
35. I can't get along with my brother/sister.				
36. I wish I wouldn't take things that don't belong to me.				
37. I need to learn how to talk to other kids in a group.				
38. I am not doing as well in school as I can.				
39. Most kids are better liked than I am.				
40. I wish I could make better decisions.				
41. Other kids are often mean to me.				
42. School is never fun.				
43. I seldom have fun with my family.				
44. The thought of death upsets me very much.				
45. I would like to be more important to my family.				
46. Only having one parent bothers me.				
47. Other kids call me names.				
48. I want to chose a career that is very important.				
49. My family expects too much of me.				
50. I often get into fights.				

STUDENT CONCERNS QUESTIONNAIRE
Grades 6-9

We are attempting to gain information from you so that we can better determine what your concerns or needs are. This information will allow us to provide better services to students in the future.

Directions:
Please place a check mark in the appropriate column for identification purposes.

____ Female
____ Male
____ 6th Grade
____ 7th Grade
____ 8th Grade
____ 9th Grade

In the columns provided next to the statements below, please circle the response that you feel best expresses your need or concern. Mark both sets of columns please.

I NEED:	Amount of Help Wanted					Amount of Help I Have Been Receiving				
	Low				High	Low				High
1. To understand, accept, and like myself better.	1	2	3	4	5	1	2	3	4	5
2. To take more responsibility for my own actions.	1	2	3	4	5	1	2	3	4	5
3. To develop more confidence in myself.	1	2	3	4	5	1	2	3	4	5
4. To feel free to express my own ideas, views, and opinions.	1	2	3	4	5	1	2	3	4	5
5. To know how to handle things that worry me.	1	2	3	4	5	1	2	3	4	5
6. To get over my shyness.	1	2	3	4	5	1	2	3	4	5
7. To understand my behavior more fully.	1	2	3	4	5	1	2	3	4	5
8. To understand more about death and dying.	1	2	3	4	5	1	2	3	4	5
9. To understand how to deal with loneliness.	1	2	3	4	5	1	2	3	4	5
10. To have the courage to say "No" when people ask me to do something which is against my principles.	1	2	3	4	5	1	2	3	4	5
11. To be a better listener and respond better to others.	1	2	3	4	5	1	2	3	4	5
12. To develop and understand my values in the areas of:										
Alcohol	1	2	3	4	5	1	2	3	4	5
Drugs	1	2	3	4	5	1	2	3	4	5
Smoking cigarettes	1	2	3	4	5	1	2	3	4	5
AIDS and other sexually transmitted diseases	1	2	3	4	5	1	2	3	4	5
13. To learn more about how to improve my appearance.	1	2	3	4	5	1	2	3	4	5

I NEED:	Amount of Help Wanted					Amount of Help I Have Been Receiving				
	Low				High	Low				High
14. To learn more about my physical growth and sexual development.	1	2	3	4	5	1	2	3	4	5
15. To learn how to deal with thoughts about suicide.	1	2	3	4	5	1	2	3	4	5
16. To know how to get along better with members of the other sex.	1	2	3	4	5	1	2	3	4	5
17. To develop more friendships with both sexes.	1	2	3	4	5	1	2	3	4	5
18. To learn how to build trust, keep confidence, and avoid gossiping with others.	1	2	3	4	5	1	2	3	4	5
19. To learn how to handle pressure from friends, teachers, family, and myself.	1	2	3	4	5	1	2	3	4	5
20. To understand the feelings of others.	1	2	3	4	5	1	2	3	4	5
21. To become more accepting of persons whose views differ from mine.	1	2	3	4	5	1	2	3	4	5
22. To learn how to behave around others in a social situation (example: dances or parties).	1	2	3	4	5	1	2	3	4	5
23. To gain a better understanding of people of different races and cultural backgrounds.	1	2	3	4	5	1	2	3	4	5
24. To learn how to relate my interests and abilities to my future career plans.	1	2	3	4	5	1	2	3	4	5
25. To have help in obtaining part-time and/or summer work.	1	2	3	4	5	1	2	3	4	5
26. To know more about possible careers and the working world.	1	2	3	4	5	1	2	3	4	5
27. To choose courses which will help me work toward my career goal.	1	2	3	4	5	1	2	3	4	5
28. To learn about setting goals for myself.	1	2	3	4	5	1	2	3	4	5
29. To learn how to make decisions and solve problems.	1	2	3	4	5	1	2	3	4	5
30. To learn how to manage my money.	1	2	3	4	5	1	2	3	4	5
31. To learn how to manage my time better to meet deadlines and appointments.	1	2	3	4	5	1	2	3	4	5

	I NEED:	Amount of Help Wanted					Amount of Help I Have Been Receiving				
		Low				High	Low				High
32.	To learn how to adjust to different teachers' expectations.	1	2	3	4	5	1	2	3	4	5
33.	To get help with the physical/sexual abuse I have received (circle the one causing your concern).	1	2	3	4	5	1	2	3	4	5
34.	To have better relationships with teachers.	1	2	3	4	5	1	2	3	4	5
35.	To know about places in my school and community where I can get help with my concerns.	1	2	3	4	5	1	2	3	4	5
36.	To talk about personal concerns with a counselor.	1	2	3	4	5	1	2	3	4	5
37.	To become more fully aware of the guidance and counseling services provided by this school.	1	2	3	4	5	1	2	3	4	5
38.	To develop better study habits.	1	2	3	4	5	1	2	3	4	5
39.	To learn how to deal with pressures of athletic competition.	1	2	3	4	5	1	2	3	4	5
40.	To be able to get along better with my brother(s) and/or sister(s).	1	2	3	4	5	1	2	3	4	5
41.	To be able to get along better with my parent(s).	1	2	3	4	5	1	2	3	4	5
42.	To learn how to deal with an alcoholic and/or chemically dependent parent or family member.	1	2	3	4	5	1	2	3	4	5
43.	To learn how to deal with such family changes as:										
	divorce	1	2	3	4	5	1	2	3	4	5
	both parents working	1	2	3	4	5	1	2	3	4	5
	a divorced parent's new boy/girl friend	1	2	3	4	5	1	2	3	4	5
	a divorced parent's new husband/wife	1	2	3	4	5	1	2	3	4	5
	a step parent's children	1	2	3	4	5	1	2	3	4	5
44.	To become more involved in school activities (music, drama, athletics, etc.)	1	2	3	4	5	1	2	3	4	5
45.	To know how to help a friend who has an alcohol/drug dependency problem.	1	2	3	4	5	1	2	3	4	5
46.	To get help with my own alcohol/drug dependency.	1	2	3	4	5	1	2	3	4	5
47.	To understand and deal with my special or unique style of learning.	1	2	3	4	5	1	2	3	4	5
48.	To know how to handle other students who put me down because they don't think that I'm a good student.	1	2	3	4	5	1	2	3	4	5

I NEED:	Amount of Help Wanted					Amount of Help I Have Been Receiving				
	Low				High	Low				High
49. To learn how to handle the pressure my family puts on me.	1	2	3	4	5	1	2	3	4	5
50. To learn how to handle the pressures and disappointments created by the different social cliques (groups) in our school.	1	2	3	4	5	1	2	3	4	5

****

The purpose of this survey has been to identify those concerns or needs that you have that are not being met. The Counseling Office would like to provide you with an opportunity to meet some of these needs. Your signature below will indicate to us that you would be interested in discussing some of your concerns on a more individual basis. However, you do not need to put your name on this questionnaire. Thank you for your continued support and cooperation.

____
Your Signature (Optional)

ACT STUDENT NEEDS ASSESSMENT SURVEY

PAGE 2

DO NOT TEAR OR STAPLE THIS FORM

EXAMPLES

This item is NOT IMPORTANT to me	This item IS IMPORTANT but I need no further assistance	I would like a LITTLE assistance	I would like a MEDIUM amount of assistance	I would like a LOT of assistance	
○	○	○	○	○	1. To learn how to develop independence
○	○	○	○	○	2. To breathe cleaner air
○	○	○	○	○	3. To be able to concentrate better
○	○	○	○	○	4. To get out of bed earlier in the morning

CAREER DEVELOPMENT (EXPLORING, PLANNING, WORKING)

This item is NOT IMPORTANT to me	This item IS IMPORTANT but I need no further assistance	I would like a LITTLE assistance	I would like a MEDIUM amount of assistance	I would like a LOT of assistance	
○	○	○	○	○	1. To explore how various jobs could affect my life style
○	○	○	○	○	2. To become more aware of my career interest areas
○	○	○	○	○	3. To know more about job opportunities in my career interest areas
○	○	○	○	○	4. To know more about training requirements for jobs I might like
○	○	○	○	○	5. To become aware of training offered in my career interest areas
○	○	○	○	○	6. To talk with people employed in my career interest areas
○	○	○	○	○	7. To get some job experience in my career interest areas
○	○	○	○	○	8. To know how the courses I am taking relate to jobs in my career interest areas
○	○	○	○	○	9. To understand the changing patterns of careers for both men and women
○	○	○	○	○	10. To explore in detail careers I might like
○	○	○	○	○	11. To understand how my values relate to my career plans
○	○	○	○	○	12. To have counseling about my career plans
○	○	○	○	○	13. To have help to obtain part-time and/or summer work
○	○	○	○	○	14. To know what jobs are available locally
○	○	○	○	○	15. To know how to apply for a job
○	○	○	○	○	16. To know how to interview for a job
○	○	○	○	○	17. To get my parents interested in my career planning

LIFE SKILLS DEVELOPMENT

This item is NOT IMPORTANT to me	This item IS IMPORTANT but I need no further assistance	I would like a LITTLE assistance	I would like a MEDIUM amount of assistance	I would like a LOT of assistance	
○	○	○	○	○	18. To increase my skills in mathematics
○	○	○	○	○	19. To improve my writing skills
○	○	○	○	○	20. To develop my speaking skills
○	○	○	○	○	21. To improve my reading comprehension
○	○	○	○	○	22. To learn how to read faster
○	○	○	○	○	23. To improve my study skills and habits
○	○	○	○	○	24. To develop my test-taking skills
○	○	○	○	○	25. To learn how to handle pressure from friends, teachers, family, or myself
○	○	○	○	○	26. To learn how to make decisions and solve problems
○	○	○	○	○	27. To learn how to set goals in my life
○	○	○	○	○	28. To learn how to manage my time better
○	○	○	○	○	29. To learn how to spend money more wisely
○	○	○	○	○	30. To learn how to stay healthy, both mentally and physically
○	○	○	○	○	31. To understand better the effects of alcohol, drugs, and medicines
○	○	○	○	○	32. To learn how to deal with community problems
○	○	○	○	○	33. To learn how to participate in government
○	○	○	○	○	34. To learn how to get more out of my life through leisure time activities
○	○	○	○	○	35. To become more self-sufficient (cooking, sewing, fixing things, etc.)
○	○	○	○	○	36. To understand my rights and responsibilities as a consumer

KNOWING MYSELF

This item is NOT IMPORTANT to me	This item IS IMPORTANT but I need no further assistance	I would like a LITTLE assistance	I would like a MEDIUM amount of assistance	I would like a LOT of assistance	
○	○	○	○	○	37. To identify my strengths and abilities
○	○	○	○	○	38. To develop more confidence in myself
○	○	○	○	○	39. To understand my personal values
○	○	○	○	○	40. To know how to stay in shape
○	○	○	○	○	41. To understand my achievement and ability test scores better
○	○	○	○	○	42. To know how to handle things that worry me
○	○	○	○	○	43. To learn more about grooming and personal care

PAGE 3

USE A SOFT LEAD PENCIL ONLY

	This item is NOT IMPORTANT to me	This item IS IMPORTANT but I need no further assistance	I would like a LITTLE assistance	I would like a MEDIUM amount of assistance	I would like a LOT of assistance	
EDUCATIONAL PLANNING	○	○	○	○	○	44. To understand the importance of graduating from high school
	○	○	○	○	○	45. To know more about high school graduation requirements
	○	○	○	○	○	46. To get help in selecting the right courses for me
	○	○	○	○	○	47. To become more aware of my educational options after high school (college, voc-tech, military, etc.)
	○	○	○	○	○	48. To know more about financial aid available for continuing my education after high school
	○	○	○	○	○	49. To learn how to evaluate and choose an educational or training program that will be right for me
	○	○	○	○	○	50. To learn more about college entrance requirements
	○	○	○	○	○	51. To know how and when to select a college major
	○	○	○	○	○	52. To know how to earn college credit without taking a particular course
	○	○	○	○	○	53. To have counseling about my educational planning
GETTING ALONG WITH OTHERS	○	○	○	○	○	54. To be able to get along better with teachers
	○	○	○	○	○	55. To be able to get along better with other students
	○	○	○	○	○	56. To know how to work with my counselor/advisor
	○	○	○	○	○	57. To be able to get along better with my parents
	○	○	○	○	○	58. To be able to get along better with my brothers and sisters
	○	○	○	○	○	59. To learn how to make more friends of my own sex
	○	○	○	○	○	60. To learn how to make more friends of the other sex
	○	○	○	○	○	61. To understand more about love and sex
	○	○	○	○	○	62. To learn more about marriage and family living
	○	○	○	○	○	63. To understand the changing roles of men and women in today's society
	○	○	○	○	○	64. To gain a better understanding of people of different races and cultural backgrounds
	○	○	○	○	○	65. To know about places in my school and community where I can get help with my problems
	○	○	○	○	○	66. To understand the needs of elderly people
	○	○	○	○	○	67. To accept people who feel or think differently from me
	○	○	○	○	○	68. To have someone listen to me when I have problems
	○	○	○	○	○	69. To be able to tell others how I feel
	○	○	○	○	○	70. To learn to get along better with my job supervisor

	This item is NOT IMPORTANT to me	This item IS IMPORTANT but I need no further assistance	I would like a LITTLE assistance	I would like a MEDIUM amount of assistance	I would like a LOT of assistance	
OPTIONAL QUESTIONS	○	○	○	○	○	71.
	○	○	○	○	○	72.
	○	○	○	○	○	73.
	○	○	○	○	○	74.
	○	○	○	○	○	75.
	○	○	○	○	○	76.
	○	○	○	○	○	77.
	○	○	○	○	○	78.
	○	○	○	○	○	79.
	○	○	○	○	○	80.
	○	○	○	○	○	81.
	○	○	○	○	○	82.
	○	○	○	○	○	83.
	○	○	○	○	○	84.
	○	○	○	○	○	85.
	○	○	○	○	○	86.
	○	○	○	○	○	87.
	○	○	○	○	○	88.
	○	○	○	○	○	89.
	○	○	○	○	○	90.
	○	○	○	○	○	91.

Name: ____________________

Grade Level: ____________________

Sex: ____________________

TEACHER-ADMINISTRATOR-COUNSELOR SURVEY

Developmental Needs of Youth
(From School Guidance Perspective)

School Bldg. ____________________ Grade Level __________ Academic Area ________________

Listed below are some generally accepted developmental needs of middle school youth. As you examine the list of needs, consider our responsibility as educators to guide and assist our students, then rate each statement/need in the following manner. In the matrix on the left side, indicate the level of need you believe your students have by ranking each listed need in one of the 3 categories: highest 1/3, middle 1/3, lowest 1/3. Try to place approximately one-third of your marks in each of the three categories.

On the right side of the form, indicate how well you believe your school is meeting each of these student needs. (How well are we as teachers, administrators, and counselors assisting students through our teaching, individual contacts, counseling/advising, and support group meetings, each of the identified needs.)

Level of Need

3 = highest level
2 = middle level
1 = lowest level

Students commonly demonstrate this developmental need:

How well is this need being met for most students in our school

3 = well met
2 = satisfactory
1 = needs improvement

3	2	1		3	2	1
			1. Have parents who expect too much of them.			
			2. To know how to select classes for themselves in high school.			
			3. Students need opportunities to examine their values and attitudes toward many social values.			
			4. Social cliques create many stressful periods for young people.			
			5. Demonstrate concern about divorced parents and related issues.			
			6. Often feel lonely.			
			7. Wish they had more friends.			
			8. Feel that school is boring.			
			9. Have poor decision-making skills.			
			10. Are overly concerned about physical appearance.			
			11. Have inadequate skills in managing conflict.			
			12. Have difficulties communicating with parents.			
			13. Have concerns about what career to prepare for.			

Level of Need

3 = highest level
2 = middle level
1 = lowest level

How well is this need being met for most students in our school

3 = well met
2 = satisfactory
1 = needs improvement

3	2	1			3	2	1
			14.	Worry about high school and what it will be like.			
			15.	Need help with developing friendships.			
			16.	Seem to be especially hurtful toward the feelings of others.			
			17.	Blended family issues have a strong effect on a large number of youth.			
			18.	Are involved in appropriate alcohol consumption.			
			19.	Seem very anxious about sexuality concerns.			
			20.	Demonstrate insensitivity and bias toward people who are of a different ethnic/culture group.			
			21.	Develop and maintain good study habits.			
			22.	Students need to find out more about their interests and abilities.			
			23.	Dating concerns create considerable stress.			
			24.	Demonstrate attitudes and behaviors regarding sexuality that are not age appropriate.			
			25.	Have many pressures/stressors in their lives.			
			26.	Are overly concerned about having their peers like them.			
			27.	To understand, accept, and like themselves better.			
			28.	Alcohol and or addiction related issues in their family creates much stress.			
			29.	To understand how their grades and standardized test scores affect future decisions.			
			30.	Child abuse is a major concern for a significant number of our students.			
			31.	Student depression and thoughts about suicide are too common.			
			32.	Have difficulty talking about their concerns/worries with an adult.			

Level of Need

3 = highest level
2 = middle level
1 = lowest level

How well is this need being met for most students in our school
3 = well met
2 = satisfactory
1 = needs improvement

3	2	1		3	2	1
			33. To have experiences which allow them to lean how to set goals for themselves.			
			34. Are concerned about being overweight/underweight. (Underline the one you find most common.)			
			35. Don't feel their parents understand them.			
			36. Don't feel their teachers understand them.			
			37. Are concerned about being too tall/too short. (Underline the one you find most common.)			
			38. Have feelings of inferiority in relationship to their peers.			
			39. Seldom have fun at school.			
			40. Other kids "pick" on her/him.			
			41. Are low risk takers.			
			42. Seem to have no concern about appearance and grooming.			
			43. Are easily hurt emotionally.			
			44. Face serious challenges in the development of a sense of self.			
			45. Issues associated with single parenthood negatively effect a significant number of students.			
			46. To learn how to practice self discipline and take responsibility for their own actions.			
			47. Poor self esteem negatively affects their school work.			
			48. Seem to be very anxiouts about AIDS and other sexually transmitted diseases.			
			49. Are overly concerned about peer standards of dress, music, behavior.			
			50. Are involved in the use of harmful drugs and other chemicals.			

CATEGORIES OF DEVELOPMENTAL NEEDS FOR EACH INSTRUMENT

WHAT DO YOU THINK?
(Primary Grades)

Need Categories	Item Numbers	Total Items In This Category
Self Concerns	3, 4, 8, 9, 14, 19 20, 23, 25, 28	10
Peer Relationships and Social Skills Concerns	4, 5, 10, 12, 13, 15 22, 26, 33	9
Home & Family Concerns	7, 17, 21, 27, 29, 30, 34	7
School Related Concerns	1, 2, 6, 11, 13, 16, 18, 24 31, 32	10

CONCERNS I HAVE
(Grades 4-6)

Need Categories	Item Numbers	Total Items In This Category
Self Concerns	2, 5, 8, 13, 14, 18, 20, 22 23, 27, 30, 31, 36, 39, 44	15
Peer Relationships and Social Skills Concerns	1, 3, 6, 11, 15, 24, 33, 37 41, 47, 50	11
Home & Family Concerns	8, 17, 26, 35, 43, 45, 46, 49	8
School Related Concerns	4, 7, 12, 16, 21, 25, 28, 29 34, 38, 42	11
Career and Decision Making Concerns	10, 19, 32, 40, 48	5

STUDENT CONCERNS QUESTIONNAIRE
(Grades 6-9)

Need Categories	Item Numbers	Total Items In This Category
Self Concerns	1, 2, 3, 4, 5, 6, 7, 8, 9, 12 3, 14, 15, 19, 25, 28, 30 31, 33, 35, 36, 37, 39, 47	24
Home & Family Concerns	25, 20, 41, 42, 43, 49	6
Relationships, Peers, and Social Skills Concerns	8, 10, 11, 16, 17, 18, 19, 20 20, 21, 22, 23, 34, 39, 45 48, 50	16
Career and Decision Making Concerns	24, 25, 26, 27, 28, 29, 30 31, 32	9
School Wide Concerns	31, 32, 34, 37, 38, 39 44, 47	8

ACT STUDENT NEEDS SURVEY
(Grades 9-12)

Need Categories	Item Numbers	Total Items In This Category
Career Development	1 through 17	17
Life Skills Development	18 through 38	19
Knowing Myself	37 through 43	7
Educational Planning	44 through 53	10
Getting Along With Others	54 through 70	17

TEACHER-ADMINISTRATOR-COUNSELOR SURVEY

Need Categories	Item Numbers	Total Items In This Category
Self Concerns	3, 6, 10, 18, 19, 25, 26 27, 31, 34, 37, 38, 39 41, 42, 43, 44, 45, 46 47, 49, 50	22
Home & Family Concerns	1, 5, 12, 17, 25, 28, 30 35, 45	9
Relationships, Peers and Social Skills Concerns	4, 7, 11, 15, 16, 20, 23 24, 25, 26, 32, 38, 40 41, 43, 48, 49, 50	18
Career and Decision Making Concerns	2, 9, 13, 22, 25, 29, 33	7
School Wide Concerns	2, 8, 9, 14, 21, 25, 29 36. 39, 47	10

SAMPLE FORMS

Small Group Evaluation
Information About Groups
Small Group Sign Ups
Lesson Plan Design
Public Relations Material

NAME ________________________ INTERMEDIATE/MIDDLESCHOOL

EVALUATION FORM - SMALL GROUPS

SA = Strongly Agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly Disagree

1. In this group I learned more about myself.
SA A U D SD

2. In this group I learned more about my classmates.
SA A U D SD

3. This group has had a positive effect on me.
SA A U D SD

4. In this group I felt that I could say what I felt without worrying about what others thought.
SA A U D SD

5. When I had something to say in this group, I felt that others were interested in what I had to say and listened to me.
SA A U D SD

6. I feel that this group met my needs.
SA A U D SD

7. As a result of this group, I would talk to my counselor about a problem.
SA A U D SD

8. I liked being in this group.
SA A U D SD

9. I would like to be in a group like this again.
SA A U D SD

- -

1. What I liked most about this group was ____________________________________

____

2. What I liked least about this group was____________________________________

____

3. If someone asked me about this group I would say ____________________________

____

GROUP ACTIVITY REACTION FORM

HIGH SCHOOL

Your Name ____________________

Group Facilitator ____________________

1. Identify the nature of the group session (name of activity, topic or emphasis).

(For the following circle the number best fitting your judgment and comment where appropriate.)

2. Did you feel the session was well planned and organized?

1	2	3	4	5
Well Organized		Disorganized		Not Well Planned

Comment:

3. Did the facilitator appear to be comfortable and at ease?

1	2	3	4	5
Relaxed and		Uncomfortable		Lacked Confidence

Comment:

4. Was the atmosphere of the group warm-comfortable or cool-formal?

1	2	3	4	5
Very Warm and Comfortable				Quite Cool and Formal

Comment:

5. Did you feel that you gained or learned something about yourself and others from this experience?

1	2	3	4	5
Considerably				Little or Nothing

Comment:

6. Did you feel "positive" or "negative" about this experience?

1	2	3	4	5
Very Positive				Very Negative

Comment:

7. Would you want to use this activity in leading a group in the future?

Comment:

8. Give some suggestions to the facilitator for improving the session—either as a facilitator or in changing the activity itself.

(Facilitator: Use this space to briefly evaluate the session from your point of view.)

STUDENT EVALUATION OF GROUP SESSION

Sex: F___ M___ Grade _____

1. Were you given the opportunity to participate in a group activity with a counselor?
   Yes ____ No ____ Don't Know ____

2. Did you participate in any of these groups?
   Yes ____ No ____
   (If yes, please answer the following questions.)

3. Was it helpful to you to be in a group?

   1 2 3 4 5
   Very Helpful Moderately Helpful Not Helpful

4. Were the topics discussed important to you?

   1 2 3 4 5
   Very Important Moderately Important Not Important

5. Would you recommend all female and all male groups or should they be equally mixed between males and females?

   ____ All female or all male ____ Equally mixed

6. The number of group sessions were

   ____about right ____too many ____not enough

7. Did you feel free to express your feelings in the group?

   1 2 3 4 5
   Very Free Moderately Free Didn't Feel Free

8. Were the groups well organized? (The counselor seemed to have planned what they were going to do.)

   1 2 3 4 5
   Very Organized Moderately Organized Unorganized

9. Would you like to participate in similar groups in the future?

   ____Yes ____No ____Perhaps

10. How could the groups be improved?

11. Additional suggestions.

EVALUATION FORM - SMALL GROUPS

NAME ______________________________ GRADES K-3

☺ YES

😐 SORT OF

☹ NO

	☺	😐	☹
1. In this group I learned some things about how I act and how I feel.			
2. In this group, I learned some things that help me get along better with classmates or teachers in my room or on the playground.			
3. In this group I learned more about how my classmates act and how they feel.			
4. I like working/playing with my classmates in this group.			
5. I like being in this group.			
6. I like to talk to my counselor about things.			
7. I would like to be in a group like this again.			

SAMPLE INFORMATIONAL LETTER ABOUT GROUPS

Dear Parent:

Your daughter/son has chosen to participate in a discussion group and in activities that will be dealing with awareness of chemical dependency. This program was develped to assist boys and girls in understanding of substance abuse and its impact on families. They will be learning coping skills for dealing with stressful situations in their lives, and to increase their self-confidence and to enhance their self-esteem.

The information that your child shares in group will be kept confidential. I tell the children that it is not OK to share at home what others have shared in group, but it is OK for them to share about themselves if they so choose.

Subjects covered are feelings, assertiveness, communication, defenses, chemical dependency, decision making, families, uniqueness. We will meet for approximately 8 weeks.

If you have any questions or concerns, please call me at school at -----.

Sincerely,

SMALL GROUP SIGN UPS

Put an "X" beside any of these groups that you would like to be in.

____ A. FRIENDSHIP GROUP

Do you know what kids do that "turns other kids off?"
Do you want to improve your social skills to help you make more friends?

Purpose: To learn and practice skills to help you make and keep friends.
Activities: Discussion and role plays.

____ B. DECISION MAKING GROUP

Do you have trouble making up your mind?

Purpose: To learn what things to consider when making a decision and the steps to follow.
Activities: Discussion and practice in decision making.

____ C. SINGLE-PARENT GROUP

Did you ever want to share your feelings about divorce, stepparents and where you fit into all of it?

Purpose: To understand that others share similar feelings, clarify feelings about your parents' divorce, to help understand why parents divorce and to learn new coping skills.
Activities: Discussions and filmstrips - "Coping With Your Parents' Divorce."

____ D. ANGER GROUP

Does your anger often get you in trouble?
Would you like help in controlling your anger?

Purpose: To help you learn skills to deal with anger in a positive way.
Activities: Discussions, role playing, filmstrips ' "Anger is Part of Everybody's Life."

____ E. STRESS GROUP

Do you find yourself often feeling "uptight" and nervous with frequent headaches and/or stomach aches but are not really sick?

Purpose: To learn what stress is, to identify the stress in your life and learn ways of dealing with it.

____ F. DO NOT CHOOSE TO BE IN A GROUP

____ G. (ADD YOUR OWN IDEAS OF GROUPS THAT WOULD BE HELPFUL FOR YOU.)

SAMPLE SMALL GROUP & CLASSROOM GUIDANCE LESSONS

Lesson: ____________

Topic: ____

Objectives: ____

Materials: ____

Procedure: ____

Discussion Questions:

Content: ____

Application: ____

Notes: ____

SAMPLE PUBLIC RELATIONS MATERIAL

NAME ______________________ ROOM ______________________

WHAT CAN YOU, THE PARENT, DO NOW?

1. *Call your school and talk with the counselor.*

   Elementary counselors are trained to help children and families. They welcome communications between home and school.

2. *Ask why your child is being seen.*

   Students are referred to the counselor for a variety of reasons. Some of these include lack of self-confidence, difficulty getting along with peers, perfectionistic tendencies, high stress-worry level, inappropriate behaviors, changes within the family (moving, new sibling, new job, unemployment, separation, divorce, death).

3. *Ask how your child was brought to the attention of the guidance counselor.*

   Most often teachers, teacher's aides, and parents refer the students to the counselor. Sometimes students make the request themselves. Communication between the person who referred the student, the counselor, and the parents is encouraged.

4. *Find out what type of program your child will be participating in.*

   Elementary school counselors facilitate a variety of programs. Some students are seen individually, and others are seen in small groups with other children. Sometimes students are seen for only a short period of time, and other students see the counselor over a longer period. You will be contacted by you child's teacher or counselor if your child will be seeing the counselor regularly on an individual basis. Due to all the demands placed upon school counselors, it would be impossible for them to contact the parents of all the children they work with.

5. *School counselors are not psychiatrists, psychologists, social workers, or family therapists.*

   Elementary school counselors typically focus on developmental issues that many children experience. However, at times particular students have needs that require more time and skills than what school counselors are able to accommodate or deal effectively with alone. In these situations the school counselor can act as a facilitator and work with you to connect with other qualified professionals.

The Name of Your Guidance Counselor Is: ________________
He/She can be reached by calling: ____________________

A PERSONAL MESSAGE FROM YOUR ELEMENTARY SCHOOL COUNSELOR:

September Greetings! I am looking forward to the many opportunities my work provides me to get involved with our preschool through eighth grade students!

I strongly believe in the developmental and preventative approach I use in my work with children. My primary goal is to empower the students by providing them with information and teaching them skills that will help them be happy, healthy, and productive members of our community.

Meeting the social/emotional needs of children is a task the school, the home, the churches, etc. cannot effectively deal with alone. I have a strong commitment to a team approach. Let's work together and surround our children with a network of support and teach them ways to tap into the resources this network offers them!

If you have any questions, comments, and/or want to know more about my role as your elementary school counselor, please contact me. I look forward to working with you and your children this year!